PROMOTING AND PROTECTING THE RIGHTS OF CHILDREN: A FORMATIVE EVALUATION OF UNICEF'S CHILD PROTECTION PROGRAMME IN CAMBODIA

Annexes – Volume II

August 2017 – September 2018

Cambodia

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The United Nations Children's Fund in Cambodia (hereafter referred to as UNICEF) produces and publishes evaluation reports to fulfil a corporate commitment to transparency. The reports are designed to stimulate the free exchange of ideas among those interested in the study topic and to assure those supporting UNICEF work that it rigorously examines its strategies, results and overall effectiveness.

This report was prepared by Coram International at Coram Children's Legal Centre, a United Kingdom non-governmental organisation (NGO) dedicated to the promotion and protection of children's rights. Further information can be found at www.coraminternational.org.

Title:	PROMOTING AND PROTECTING THE RIGHTS OF CHILDREN: A FORMATIVE EVALUATION OF UNICEF'S CHILD PROTECTION PROGRAMME IN CAMBODIA (2016-2018)
Geographic Region of the Programme:	Nationwide, with a focus on five target provinces (Phnom Penh, Kandal, Preah Sihanouk, Siem Reap and Battambang)
Timeline of the Evaluation:	August 2017 – September 2018
Date of the Report:	28 September 2018
Country:	Cambodia
Evaluators:	Professor Dame Carolyn Hamilton (Team Leader), Kara Apland, Elizabeth Yarrow and Dr Anna Mackin, with support provided by Soksan Tem and Phally Keo, on behalf of Coram International
Name of the Organization Commissioning the Evaluation:	UNICEF Cambodia

ACKNOWLEDGEMENTS

ABBREVIATIONS AND ACRONYMS

3PC: Partnership Programme for the Protection of Children

ASEAN: Association of South East Asian Nations

CBC: community-based care

CBO: community-based organisation

CCWC: Commune Committee for Women and Children

CNCC: Cambodian National Council for Children

CNP: Cambodia National Police

CPAP: Country Programme Action Plan

CPiE: child protection in emergencies

CPIMS: Child Protection Information Management System

CRC: Convention on the Rights of the Child

CSO: civil society organisation

CVACS: Cambodia Violence against Children Survey

CWD: children with disabilities

DFAT: Department of Foreign Affairs and Trade

DoSVY: Department of Social Affairs, Veterans and Youth Rehabilitation (Provincial/Municipal level)

EMIS: Education Management Information System

FBO: faith-based organisation

FCF: Family Care First

FGD: focus group discussion

ICS: Investing in Children and their Societies

ICS-SP: Improving Cambodia's Society through Skilful Parenting

IECD: Integrated Early Childhood Development

KII: key informant interview

HRF: Humanitarian Response Forum

LGBT+: lesbian, gay, bisexual, and transgender

MoCR: Ministry of Cults and Religion

MoEYS: Ministry of Education, Youth and Sport

MoH: Ministry of Health

MoI: Ministry of Interior

MoJ: Ministry of Justice

MoSVY: Ministry of Social Affairs, Veterans and Youth Rehabilitation (national level)

MoWA: Ministry of Women's Affairs

NGO: non-governmental organisation

NGO-CRC: NGO Coalition on the Rights of the Child

NIS: National Institute of Statistics

OHCHR: Office of the United Nations High Commissioner for Human Rights

OSVY: Office of Social Affairs, Veterans and Youth Rehabilitation (District level)

OECD/DAC: Organisation for Economic Co-operation and Development/Development Assistance Committee

PDECM: Positive Discipline and Effective Classroom Management

PDoWA: Provincial Department of Women's Affairs

RCI: residential care institution

RGC: Royal Government of Cambodia

SDG: Sustainable Development Goals

SOP: standard operating procedure

ToC: theory of change

ToR: terms of reference

UNCRC: United Nations Convention on the Rights of the Child

UN-SWAP: United Nations System Wide Action Plan

UNEG: United Nations Evaluation Group

UNFPA: United Nations Population Fund

UNICEF: United Nations Children's Fund

UNICEF EAPRO: United Nations Children's Fund Regional Office for East Asia and the Pacific

USAID: United States Agency for International Development

VAC: violence against children

WASH: water, sanitation and hygiene

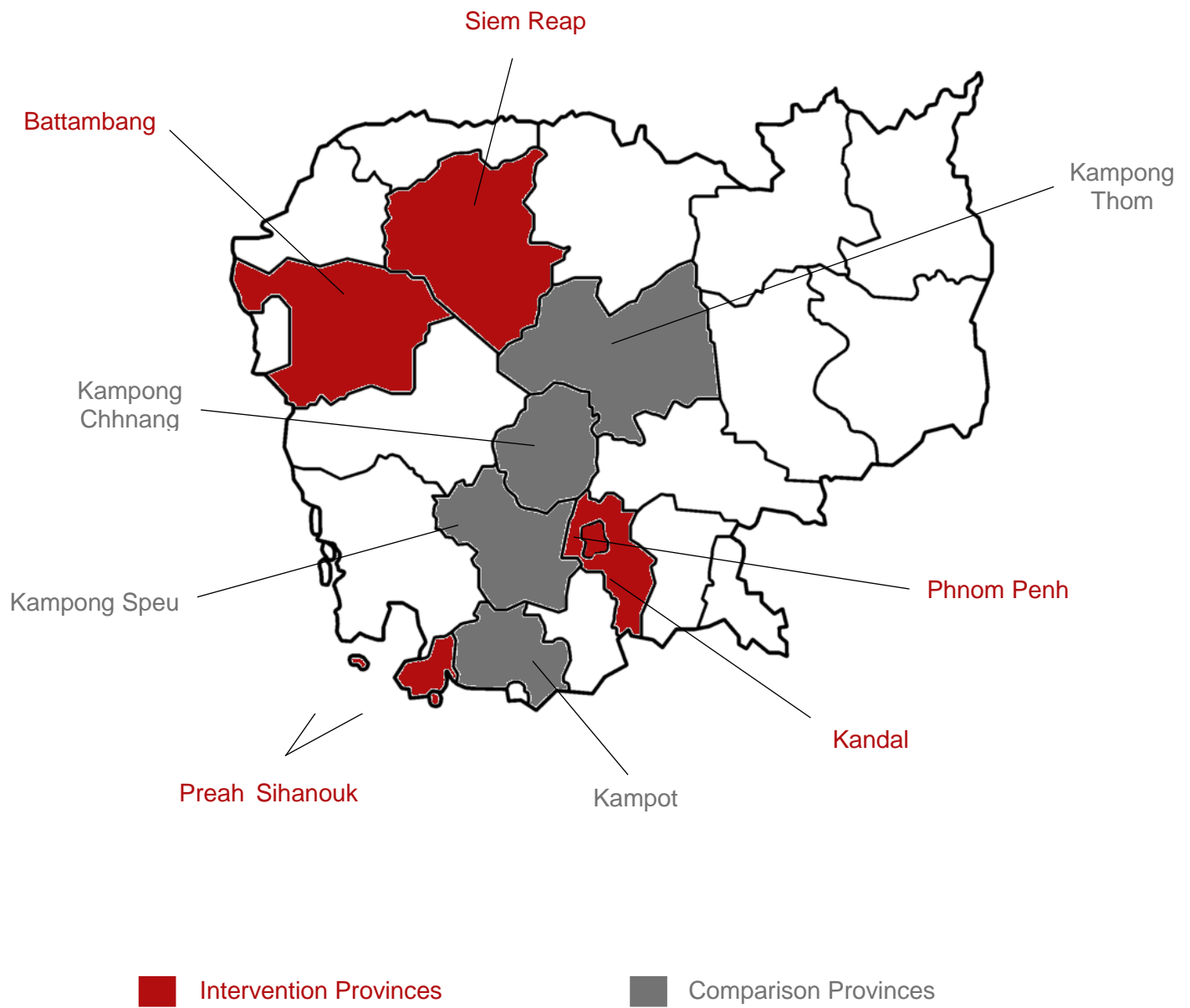WCCC: Women and Children Consultative Committee

COUNTRY MAP

Siem Reap

Battambang

Kampong Thom

Kampong Chhnang

Kampong Speu

Phnom Penh

Kandal

Preah Sihanouk

Kampot

Intervention Provinces   Comparison Provinces

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Annex 1: Terms of Reference

1. INTRODUCTION

The United Nations Children's Fund (UNICEF) is an agency of the United Nations (UN) which works in Cambodia to promote and protect the rights of children in partnership with the Government, civil society, non-governmental organisations (NGOs), development partners, and the communities themselves. The organisation is guided by the Convention of the Rights of the Child and strives to establish children's rights as governing ethical principles and international standards of behaviour towards children. Protecting children from violence and institutionalisation is thus central to UNICEF's mandate. In Cambodia, UNICEF works to ensure that girls and boys vulnerable and exposed to violence, those separated from their family, or at risk of separation, are increasingly protected by laws and protection services which are enhanced by a supportive community environment. The Programme adopts a systems-strengthening approach at the national level, and in five target provinces (Phnom Penh, Kandal, Preah Sihanouk, Siem Reap and Battambang) to overcome major barriers causing ineffective functioning of a comprehensive child protection system.

This Terms of Reference (ToR) document outlines the purpose and scope of an external, learning-oriented (formative), evaluation, commissioned by UNICEF Cambodia Country Office to examine UNICEF's Child Protection Programme. The TOR presents methodological options and operational modalities for an institutional contract of a team of at least four evaluation consultants (two national and two international). To this end, UNICEF Cambodia is looking for institutions with commitment to, and background in, the evaluation of child protection interventions. The evaluation will have implications for UNICEF's future strategies and programme development in Cambodia. In addition, it is expected to help document good practices and lessons learned on current strategies, programme approaches and processes, generating evidence and providing clear, specific and actionable recommendations to inform UNICEF's new country programme 2019-2023, and child protection programming in the East Asia and Pacific region.

2. BACKGROUND AND RATIONALE

2.1 Country Context

In 2015, the UN General Assembly adopted the Sustainable Development Goals (SDGs) as the new primary global development framework and a set of goals that the UN Member States use to guide their priorities from 2016 to 2030. The Royal Government of Cambodia (RGC) has committed itself to the SDG targets, which have a new emphasis on protection of children and adolescents from violence, abuse and exploitation. Yet, Cambodia's child protection system is still underfunded and understaffed, due to the lack of political understanding of the value of child protection and the absence of systematic coordination mechanisms in preventing and responding to the need of the vulnerable children who are at risk. The national budget for child protection, including violence prevention and response, alternative care and child justice relies heavily on donor funding. The country is making some progress in adopting a child protection systems-based approach. This includes refining national policies, standards and legislative frameworks; defining a unified commune-level service delivery mechanism; improving coordination among government institutions and collaboration with UN agencies, as well as international and national NGOs; enhancing and utilizing the human resource base; and strengthening the monitoring and accountability system.

Cambodia has seen momentum regarding the protection of children and women with the introduction of various laws and policies. For example: the Juvenile Justice Law, the Inter-Country Adoption Law, the Law on Suppression of Human Trafficking and Sexual Exploitation and its Explanatory Note, the Law on the Protection and Promotion of the Rights of Persons with Disabilities and the Law on Domestic Violence are among the major achievements. The review conducted of national legislation related to child protection represents a significant milestone toward legal reform for children. However, the lack of enforcement of existing legislation remains a key hindrance to strengthening the child protection system, at both the national and the sub-national level.

Strategic shifts including judiciary, police and legal aid reforms are underway to mainstream justice for children in the rule of law framework. Whilst there was evidence of improvement with a reduction of 57 per cent in the number of children in detention between 2010 and 2014, from respectively 772 to 336, the recent trend is, however, critical. The number of children and adolescents in detention has reached an unprecedented level with 907 juveniles behind bars as of 15 January 2017, the main reasons being the increase of drug related offences along with the RGC drug crackdown campaign, and the lack of legal assistance and case management. With the recently approved Juvenile Justice Law, and the development of a 3-year Strategic and Operational Plan to guide its implementation, progress is expected in national and sub-national development of effective data reporting, complaints and monitoring mechanisms and in child-friendly procedures to model diversion, alternatives to detention and restorative justice for children in contact with the law.

Despite the Government's Alternative Care Policy for Children, which mandates that institutional care should be a last and temporary solution, there was still an increase in the number of children and adolescents in residential care from 6,254 in 2005 to 11,171 in 2015.[1] Inadequate government regulation and weak monitoring has meant that many of the facilities are unregistered and out of reach of the Ministry of Social Affairs, Veterans and Youth Rehabilitation's (MoSVY) regular annual inspections hence, putting children in these institutions at greater risk of violence, exploitation and neglect, and experiencing higher negative impact to their future. Recently, the MoSVY has taken positive steps towards mapping all residential institutions and enforcing the inspection and implementation of minimum standards of Alternative Care for Children both in residential care institutions and community-based care.

Most of the girls and boys living in residential care in Cambodia are not orphans or abandoned, but they come from vulnerable households: at least 77 per cent of children or adolescents in residential care in Cambodia were found to have at least one living parent. According to a Study on Attitudes towards Residential Care (2011) in Cambodia, almost all families with children in residential care said poverty had contributed to their decision to place their kids in care. Lack of access to education and social welfare support, coupled with the belief that they will receive better care and education in institutions, are the major factors that contribute to families placing their kids into residential care. Cambodia's growth in residential care is also attributable to the support from overseas donors and tourists, who are unaware of alternative family and community-based care options such as foster-care and kindship care. Encouraging steps have been taken by MoSVY to start case management of children and adolescents in state orphanages in five provinces, as a first phase of the de-institutionalization process and reintegration of children back into their communities and families based on the principles of the child's best interest and 'do-no-harm'.

According to the Cambodia Violence against Children Survey (CVACS) conducted in 2013, more than half of Cambodian girls and boys have experienced at least one form of violence in childhood, with physical violence as the most prevalent. While the prevalent rate of violence against girls and boys is relatively similar, its impact among the two sexes is different in some cases. For example, violence decreases a girl's chances of completing secondary education by six per cent, where no such impact is evident for boys. CVACS also found that one quarter of Cambodian children have been emotionally abused by a parent, caregiver or other adult relative; and approximately 1 in 20 boys and girls reported at least one experience of sexual abuse. Parents, caregivers, teachers, family members, neighbours or friends are often the perpetrators. In general, victims of violence do not disclose abuse, especially sexual abuse, and few seek help following an incident due to fear of what others will think of them; fear of being admonished; the belief that they were responsible for the violence: the belief that no one could help, or mistrust of the law enforcement and the justice system. Limited attempts have been made to address social norms and social-culture practice and beliefs to prevent and respond to violence and neglect and to build communities', families' and children's knowledge and resilience.

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[1] Source: MoSVY Inspection Reports. However please note that the 'Report on Mapping of Residential Care Facilities in the Capital and 24 Provinces of the Kingdom of Cambodia' (2017) has documented that there were even more children in residential care in Cambodia in 2015, for a total of 16,579 children in 406 residential care institutions.

2.2   UNICEF's Child Protection Programme

The RGC and UNICEF Cambodia officially signed the new country programme covering the period from 2016 to 2018 on 10 February 2016. The plan identifies and addresses the key barriers that impede the realization of children's rights in Cambodia and outlines areas of collaboration. The country programme consists of four programmatic components, notably: Integrated Early Childhood Survival, Care and Development; Inclusive Quality Education; Social Inclusion and Governance; and Child Protection. The estimated funding requirement for the three-year programme is USD$ 65 million. The Child Protection component is USD$ 11.8 million. Funding received for the child protection programme included UND$ 2,740,284and USD$ 3,354,611 for 2017.

The Child Protection Programme is being implemented in collaboration with government institutions at the national and sub-national level, NGOs, development partners, private sector, academic institutions, the media and other UN agencies. Learning from the 2011-2015 country programme, there is a strategic shift from a focus on coverage to quality of services: UNICEF prioritizes support for strengthening the child protection system and capacities of duty bearers at both national and sub-national levels, to prevent and reduce unnecessary family separation and protect children and adolescents from violence. Continued emphasis is placed on making data and evidence-driven decisions. The ambitious targets are: a 30 per cent reduction in violence against girls and boys; and a 30 per cent safely reintegration of the number of girls and boys in residential care to families and communities in five provinces. These targets are designed to galvanize the child protection sector around a goal and to shift the sector beyond research and capacity building at the national level, but to scale up engagement at the community level and deliver prevention and response services in all communities in the five provinces.

Under the RGC and UNICEF Cambodia Country Programme Action Plan (CPAP) 2016-2018, the outcome for Child Protection is that *"by 2018, girls and boys vulnerable to and exposed to violence and those separated from their family, or at risk of separation, are increasingly protected by the institutional and legislative frameworks, quality services, and a supportive community environment"*. To achieve this outcome, the Child Protection Programme adopts a system-strengthening approach to overcome the major barriers that exist to the functioning of a comprehensive child protection system in Cambodia. With a specific focus on preventing and responding to violence against children and reducing unnecessary family separation, including de-institutionalization, UNICEF supports five major strategies, as follows:

- Strengthening the capacities of children, families and communities to develop positive, secure and nurturing practices and behaviours;
- Improving the quality of, and access to, child protection services at sub-national levels (service delivery);
- Strengthening national and sub-national capacities to plan, monitor and budget for scaling up preventive and responsive child protection interventions;
- Strengthening the capacity and service delivery to ensure that children's right to protection from violence and unnecessary family separation are sustained and promoted in humanitarian situations; and
- Enhancing the abilities of adolescents to adopt safe practices that reduce their risks and vulnerabilities.

The Programme is operationalised through four outputs, which include:

Output 1: By 2018, strengthened capacity of national government and five provincial authorities to formulate and implement the institutional and legal framework and costed plans for the scaling-up of child protection prevention and response interventions, including deinstitutionalization and reintegration services;

Output 2: By 2018, strengthened capacity of social service providers (health, education, justice and child protection) to provide quality services that protect girls and boys vulnerable to and exposed to

violence, those separated from their family, or at risk of separation, and those being deinstitutionalized and reintegrated;

Output 3: By 2018, strengthened capacity of commune councils and religious leaders to protect girls and boys vulnerable to and exposed to violence and those separated from their family, or at risk of separation; and

Output 4: By 2018, strengthened capacity of at least 20 adolescent and youth-focused organizations to work with and for adolescents (10-19) and implement age- and gender-appropriate interventions to promote safe and protective behaviours and practices.

A review of UNICEF programme evaluations (2012) reported significant weaknesses in the coverage and quality of UNICEF programme interventions in the area of child protection and recommended further evaluation, including a more systematic analysis of advocacy, child protection system development and social change. Besides an external evaluation of the Partnership Programme for the Protection of Children (3PC) led by USAID[2], a network to strengthen child protection services through capacity building and knowledge sharing in 2015, there has been no evaluation to systematically assess the UNICEF Child Protection Programme to date in Cambodia. This evaluation represents, thus, an opportunity to reflect on the results achieved to date, identify gaps and a way forward in preparation for the new country programme 2019-2023, and it will be followed by an outcome evaluation of the Child Protection Programme that is tentatively planned for 2020 to inform the mid-term review of the new country programme.

3. PURPOSE, OBJECTIVES, SCOPE OF WORK AND EVALUATION QUESTIONS

3.1 Purpose

The main purpose of the evaluation is to contribute towards meeting UNICEF's knowledge-generation and lessons learning needs (learning). By providing sound and credible evidence on what works, what doesn't work, how and why, the evaluation is expected to help strengthen performance (accountability) with respect to UNICEF's work with the RGC, national and sub-national institutions, provincial authorities, social service providers, commune councils, development partners, international and national NGOs, civil society organisations, religious leaders, the media and other duty bearers on improving care and keeping vulnerable girls and boys (rights holders) in families and protecting them from violence and unnecessary separation. Ultimately, the evaluation will inform decision-making processes, especially UNICEF's future strategies and programme development in child protection. More broadly, it will underpin evidence-based contributions to UNICEF Cambodia's new country programme 2019-2023, and child protection programming in the East Asia and Pacific region through the identification of good practices, lessons learned and innovations.

The primary audiences of the evaluation are the senior management and Child Protection Section within UNICEF and the RGC. Key partners in the RGC are: MoSVY; Ministry of Justice; Cambodian National Police; Ministry of Women's Affairs; Ministry of Cults and Religion; Ministry of Education, Youth and Sport; Ministry of Health; Ministry of the Interior; Cambodian National Council for Children; National Community-based Rehabilitation; and the Steering Committee on Violence Against Women and Violence Against Children. NGO partners are also considered as primary users such as Friends International and the Partnership for the Protection of Children (3PC).

The secondary audiences of the evaluation are UNICEF's main development partners including: USAID and the Displaced Children and Orphans Fund; the Government of Canada and the Together for Girls Partnership; the Global Partnership for Ending Violence Against Children; the David Beckham UNICEF Fund; UNICEF National Committees in Australia, the United Kingdom, Germany, Japan, Norway and the Netherlands; UN Women; the United Nations Office of Drugs and Crime; the United

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[2] USAID (2015), Promoting Family-based Care in Cambodia: Evaluation of Childcare Reform Projects: http://bettercarenetwork.org/sites/default/files/USAID_World%20Learning_Evaluation%20of%20Childcare%20Reform%20Projects.pdf

Nations Population Fund; the World Health Organization; the International Labour Organization; the Office of the High Commissioner for Human Rights; Save the Children; Plan International; World Vision International; and Improving Cambodia's Society through Skilful Parenting (ICS-SP). The Child Protection Programme is a member of a range of networks that are considered as secondary users of the evaluation. These include: the Steering Committee on Violence against Children; Family Care First (FCF); the NGO Network for Child Protection; National Community based Disability Rehabilitation; the Technical Working Group on Positive Parenting; and the UN working groups on human rights and justice.

3.2   Objectives

The main objectives of the evaluation include:

- Validate and reconstruct the theory of change of UNICEF's Child Protection Programme in keeping vulnerable girls and boys in families and protecting them from violence, as well as the interlinkages among the Programme outputs, and provide an assessment of how far they are based on evidence from programme experiences and approaches that have proven effective in protecting girls and boys in the current country context;
- Examine the results achieved by UNICEF's Child Protection Programme, enabling and disabling factors, considering aspects of both prevention and response, including capacity development of government institutions at national and sub-national levels, international and national NGOs, development partners as well as the voices of children, adolescents, families and communities;
- Assess UNICEF's leadership, ability to leverage resources and partnerships and towards strengthening the RGC child protection system at national and sub-national levels through advocacy and policy influencing, including knowledge management and evidence-generation to inform policy decisions; and
- Examine the existing linkages between the outputs of the Child Protection Programme, as well as linkages with Social Governance and Inclusion, Inclusive Quality Education and Integrated Early Childhood Survival, Care and Development through the joint work such as positive discipline in schools, child protection service delivery in the health system and communication for development.

The evaluation is expected to provide reasonable conclusions based on the findings and substantiated by evidence, and clear, specific and actionable recommendations for strengthening UNICEF's strategies, programme interventions and building greater partnerships for protecting children in Cambodia. It should also identify good practices and lessons learned that are expected to be documented throughout the evaluation process.

3.3   Scope of Work and Evaluation Questions

The Child Protection Programme will be evaluated against the strategic intent laid out in the UNICEF Cambodia country programme 2016-2018, and through a reconstruction of its theory of change. In addition, the evaluation will focus on the linkages with the other elements of the Child Protection Programme, while looking at linkages with other parts of the country programme. Specifically, how the Child Protection Programme links to: Integrated Early Childhood Survival, Care and Development; Inclusive Quality Education; and Social Inclusion and Governance.

In terms of time, the evaluation will primarily cover the period from the beginning of 2016 to mid-2017, while looking historically at the evolution since the previous country programme. The geographical area to be covered by the evaluation include national and sub-national levels, especially the five target provinces (Phnom Penh, Kandal, Preah Sihanouk, Siem Reap and Battambang) of the Child Protection Programme. In addition to these current priority provinces, there are four additional provinces with high number of residential care institutions (Kampong Thom, Kampong Chhnang, Kampong Speu and Kampot), according to a mapping of residential care facilities in Cambodia. Therefore, a sample of provinces that have not been targeted, but that are comparable will also be selected to conduct a comparison study.

It is crucial that the evaluation embraces the views of all key stakeholders, including a fair representation of girls and boys, especially the most marginalized and disadvantaged, that have been recently reintegrated into their community. Having said so, children's safety and well-being should always be paramount, hence the inclusion of children and adolescents in the evaluation should be in compliance with the ERIC Compendium[3], and UNICEF Procedure for Ethical Standards in Research, Evaluation and Data Collection and Analysis.[4]

Application of a human rights based approach to programming (including an equity focus), as well as work to promote gender equality will also be examined. Similarly, the evaluation will consider the extent to which concepts of resilience are reflected in the Child Protection Programme.

The evaluation will apply standard Organisation for Economic Co-operation and Development (OECD)/Development Assistance Committee (DAC) criteria of **relevance, efficiency, effectiveness** and **sustainability**. As this is a formative evaluation, the impact criterion will not be considered.

Key evaluation questions (and sub-questions) include the following:

Relevance of the programme design and approach, considering:

- How relevant and consistent has the Child Protection Programme been to national priorities and commitments of UNICEF in considering aspects of violence prevention and response as well as to the needs of the most vulnerable girls and boys in Cambodia?
  Sub-questions:

    o *How relevant and appropriate has the Child Protection Programme been to the Agenda 2030, and should it been adjusted to align with the SDGs?*
    o *How relevant and appropriate has the Child Protection Programme been to the priority and conditions set by development partners, especially donors?*
    o *To what degree is the Child Protection Programme aligned with the new UNICE Strategic Plan?*
    o *To what extent has the design of the Child Protection Programme taken into account girls and boys different needs according to age, gender, ethnicity and other social identities, especially the most vulnerable?*
    o *How has the Child Protection Programme ensured that the voices of girls and boys are heard and reflected throughout?*

Effectiveness of the approach and its implementation, considering:

- To what degree has UNICEF's Child Protection Programme contributed to the creation of positive conditions and changes for keeping vulnerable girls and boys in families, supporting their safe reintegration into family care, and protecting them from violence through institutional and legislative frameworks, quality services and a supportive community environment?

  Sub-questions:

    o *To what degree has the National Child Protection System[5] been able to respond to the needs of vulnerable girls and boys, especially the most marginalized, that were at risk of being separated or being exposed to violence?*

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[3] Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R. (2013), Ethical Research Involving Children. Florence: UNICEF Office of Research – Innocenti: http://childethics.com/

[4] UNICEF (2015), UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis: https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF

[5] Please refer to UNICEF's understanding of national child protection system put forward in Wulczyn, F., Daro, D., Fluke, J., Feldman, S., Glodek, C. and Lifanda, K. 2010. Adapting a systems approach to child protection: Key concepts and considerations. New York: UNICEF. https://www.unicef.org/protection/files/Adapting_Systems_Child_Protection_Jan__2010.pdf, and presented as: "Every

o *How satisfied have children and adolescents been with the quality of prevention and response services they have received?*
o *How effective have behavioural change campaigns been designed to prevent and to respond to violence and unnecessary family separation?*
o *To what degree and how appropriately have partnerships been mobilized in a manner that contributes effectively to the Child Protection Programme?*
o *To what degree has UNICEF's Child Protection Programme contributed to supporting the safe reintegration of children into family care, and protecting them from violence?*
o *To what degree has the Child Protection Programme integrated UNICEF's commitment to equity, gender equality and human-rights, as well as resilience throughout the Programme cycle, and what results have been achieved in relation to these commitments?*
o *Has sufficient attention been given to measuring, monitoring and reporting results? How effectively has evidence been used to inform programmatic changes and adjustments?*

Efficiency of the programme delivery, considering:

- To what extent and how has UNICEF mobilized and used its resources (human, technical and financial) and improved coordination to achieve its planned results for Child Protection?

   Sub-questions:

   o *How successful have UNICEF's efforts in advocacy and policy influencing been in leveraging resources and partnerships? Have they encouraged and contributed to a greater collaborative effort towards child protection?*
   o *To what extent have UNICEF resources (human, technical, financial) been sufficient in managing the Child Protection Programme? How adequate are the capacities of UNICEF's implementing partners?*
   o *How effectively have coordination mechanisms been working between UNICEF's Child Protection Programme and other programme outcomes to create and sustain linkages across sectors, and between child protection actors, as a result of UNICEF's investments?*

Sustainability of the programme, considering:

- To what extent are the benefits and achievements of the UNICEF-supported programmes likely to continue after the programme has ended through national ownership, changes at family and community level, and scalability and use of partnerships for sustainability?

   Sub-questions:

   o *To what extent has the implementation of the Child Protection Programme thus far contributed to the generation of sustainable capacities at the national and sub-national levels?*
   o *What would be the resource implications to scale-up the Child Protection Programme to the other four priority provinces identified in the mapping of residential care facilities?*
   o *What are the enabling as well as constraining factors that are likely to influence replication and sustainability?*

One of the key tasks to be initiated at the proposal stage will be to interrogate these questions and criteria and determine if all key issues have been given due prominence. Bidders are

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family, community, and nation has a child protection system in place that reflects the underlying cultural value base and diversity within that context. As such, a particular child protection system manifests a combination of cultural norms, standards of behavior, history, resources and external influences that over time reflect the choices participants have made regarding their system."

required to propose appropriate evaluation criteria (e.g., OECD/DAC criteria for evaluating development programmes, including sub-criteria such as equity, gender equality, human rights). Improvements and/or refinements to the draft questions may be offered at the proposal stage. However, the expectation is that the inception process will yield the final set of questions.[6]

4. EVALUATION APPROACH AND METHODS

Based on the objectives of the evaluation, this section indicates a possible approach, methods, and processes for the evaluation. **Methodological rigour will be given significant consideration in the assessment of proposals. Hence bidders are invited to interrogate the approach and methodology preferred in the ToR and improve on it or propose an approach they deem more appropriate. Bidders are encouraged to also demonstrate methodological expertise in evaluating child protection at the outcome level, as well as addressing the specific differences in various types of interventions. It will also be important for bidders to identify appropriate ways to engage children and adolescents in the evaluation.**

The evaluation is expected to be formative, and hence much of the evaluation effort will focus on tracing the learning accrued and shape it to inform the new country programme 2019-2023. As an overarching approach, the evaluation will validate and reconstruct the Child Protection Programme's theory of change through an evaluability assessment[7] to provide a framework to collect data and allow for an assessment of the Programme and its *contribution* to results (direct and indirect; intended and unintended). In order to better incorporate a participatory approach involving all stakeholders, including girls and boys, and a stakeholder mapping exercise will be conducted as part of the inception phase. In addition, the evaluation will rely on a mix of quantitative data collection and qualitative approaches (mixed methods), such as:

Desk review of existing programme information, including strategies, concept notes, proposals, quarterly narrative and financial reports, work-plans, monitoring frameworks, national policies and budget for child protection, sector-specific studies, needs assessments, and reviews, etc. The desk review should also include a review of relevant literate and practice in neighbouring countries (literature review).

Key informant interviews (KIIs), guiding questions will be developed for interviews with key informants, including but not limited to members of the reference group, UNICEF programme staff, government officials at the national and sub-national levels, members of the judiciary, members of the police, civil society, NGO partners, donors and other development partners, social workers, communities, families, children and adolescents, and others which may be identified as critical to the evaluation.

Focus group discussions (FGDs) that will enhance the understanding gained during KIIs and provide an additional method to cross-reference and triangulate information. These discussions maybe facilitated through existing coordination mechanisms, such as the Provincial Committees for Women and Children (PCWC) and Commune Committees for Women and Children (CCWC). Direct

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[6] The actual final decisions on the detailed questions will be taken in the inception phase, based on the following principles:

1. Importance and priority: the information should be of a high level of importance for the various intended audiences of the evaluation;
2. Usefulness and timeliness: the answer to the questions should not be already well known or obvious, additional evidence is needed for decision;
3. Answerability and realism: all the questions can be answered using available resources (budget, personnel) and within the appropriate timeframe; data and key informants are available and accessible, and performance standards or benchmarks exist to answer the questions; and
4. Actionability: the questions will provide information which can lead to recommendations that be acted upon to make improvements.

[7] The purpose of the evaluability assessment is not to question whether an evaluation is possible, but to inform the evaluation by evaluability constraints early in the process.

and indirect (intended and unintended) results of the Child Protection Programme on girls and boys may also be documented.

Case studies (in-depth interviews), where appropriate, and when full consent is given, may be used to illustrate the effectiveness and outcomes of the support for the development of a national child-focused legislation, policies, prakas and action plans, the mobilisation of social workers, and the linkages between Child Protection and other sectors.

Comparison study, provinces that have not been included in the Child Protection Programme yet, but that are comparable with the five target provinces will be sampled and relevant KIIs will be conducted to help identify areas where UNICEF-supported programmes have contributed to the protection of children.

A quantitative survey to gather data (among others) on the effectiveness of the Child Protection Programme.

Collation of existing statistical data, where available, and quantitative data relevant to the evaluation questions.

File review of a representative sample of child protection reintegration cases to be guided by a structured checklist; this should include both cases of children reunified with families and communities by the RGC and cases of children reached through child protection services provided by 3PC (approximately, 800 children will have been reunified and 14,000 will have been reached through child protection services by September 2017).

KIIs, FGDs and case studies are expected to be accurately recorded to allow quotes from participants to be used in the evaluation report together with high-quality photos to illustrate the findings.

Furthermore, the evaluation team should strive to achieve data saturation for each one of the methods used. **Triangulation** is expected to be a priority, and it should allow for validation of data through cross verification, sources of information and data collection methods. Triangulation will test the consistency of the findings by controlling biases, but also deepening and widening the understanding of the complexity of the Child Protection Programme.

Methods for consulting effectively with children and young people will need to be developed in consultation with UNICEF with a particular focus on the 'do-no-harm' principle, i.e., ensuring that the safety and security of families and their kids is not compromised by any actions on the part of the evaluators. Methods will also need to be human rights based, equity focused and gender sensitive. All data generated will be disaggregated, including sex, age, and disability whenever this data is available.

The evaluation approach will also promote utilisation as primary users start to apply the findings of the evaluation before the evaluation report is produced. The evaluators will ensure constant communication with the evaluation management team throughout the exercise about the progress of the evaluation and the preliminary findings.

In order to ensure quality, the evaluation team is required to adhere to the UNEG's revised Norms and Standards for Evaluation, as well as to the UNICEF's revised Evaluation Policy, and UNICEF's Evaluation Reporting Standards.[8]

5.   MANAGEMENT AND CONDUCT OF THE EVALUATION

5.1   Evaluation Management Structure

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[8] See: http://www.unicef.org/evaluation

The evaluation will be conducted by an external evaluation team to be recruited by UNICEF Cambodia. The evaluation team will operate under the supervision of an evaluation management team comprised of an Evaluation Specialist, an M&E Officer and a Child Protection Officer (Research and Evaluation) at UNICEF Cambodia. The evaluation management team will be responsible for the day-to-day oversight and management of the evaluation and for the management of the evaluation budget, assure the quality and independence of the evaluation and guarantee its alignment with UNEG Norms and Standards and Ethical Guidelines, provide quality assurance, checking that the evaluation findings and conclusions are relevant and recommendations are implementable, and contribute to the dissemination of the evaluation findings and follow-up on the management response.

A reference group will be established, bringing together the Chief of Child Protection, and a representative of MoSVY, USAID, Family Care First (FCF), 3PC, two young people (male and female) from the Adolescent Advisory Group and a representative of the UNICEF National Committee in Australia, UNICEF EAPRO Regional Child Protection Adviser and others. The reference group will have the following role: contribute to the preparation and design of the evaluation, including providing feedback and comments on the inception report and on the technical quality of the work of the consultants; provide comments and substantive feedback to ensure the quality – from a technical point of view – of the draft and final evaluation reports; assist in identifying internal and external stakeholders to be consulted during the evaluation process; participate in review meetings organized by the evaluation management team and with the evaluation team as required; play a key role in learning and knowledge sharing from the evaluation results, contributing to disseminating the findings of the evaluation and follow-up on the implementation of the management response.

5.2   Evaluation Team Profile

The evaluation will be conducted by an institution. The institution must have a good track record and extensive experience in planning and conducting evaluations, particularly in the field of child protection. The composition of the proposed team must be gender balanced to ensure accessibility of both male and female informants during the data collection process. It is expected that it should include at minimum two international consultants and two national consultants, however the bidders should use their own expertise in proposing a suitable evaluation team. **The national consultants should play an active role in the evaluation and their capacity as evaluators should be strengthened as part of the evaluation process. This role should _not include_ translation for the international consultants.**

The two international consultants should meet the following specific requirements:

- Excellent value for money, including competitive consultancy rates, a detailed work-plan and budget, a clear methodology to ensure products will be delivered in line with the agreed costs, a mitigation strategy for financial risk.
- An excellent understanding of evaluation principles and methodologies, including capacity in an array of qualitative and quantitative evaluation methods, notably process evaluation, evidence of research or implementation expertise in child protection programmes, an awareness of human rights (incl. child rights), gender equality and equity in evaluation and UNEG norms and standards.
- Knowledge and demonstrated experience in systems building from a UN or international NGO perspective, coupled with technical knowledge of rule of law and justice sector reform.
- Experience of working in an East Asian context is desirable, together with understanding of Cambodia context and cultural dynamics.
- Expertise in communications, dissemination and advocacy around evaluation findings, including a good understanding of the use of evidence-based approaches to influence stakeholders.
- Adaptability and flexibility, client orientation, proven ethical practice, initiative, concern for accuracy and quality.
- Demonstrated capacity to train and mentor junior evaluators in a cross-cultural context.

- Excellent English communication and report writing skills.

The two national consultants should meet the following specific requirements:

- Cambodian national with strong, working level English.
- Solid understanding of child protection programmes, especially related to alternative care and/or violence against children.
- Demonstrated experience in quantitative and qualitative research skills.
- Strong statistical and analytical skills.
- Firm understanding of child rights, human rights-based approaches to programming, including gender and equity considerations.
- Fluency in Khmer, knowledge of another relevant ethnic language would be an asset.
- Knowledge of UNICEF's mandate, procedures and working methodologies, and an in-depth understanding of the organisation approach to child protection would be an asset for all members of the evaluation team. Back-office support assisting the team with logistics, translation and other administrative matters is also expected.

It is vital that the same individuals that develop the methodology for the RFPS will be involved in conducting the evaluation. In the review of the RFPS, while adequate consideration will be given to the technical methodology, significant weighting will be given to the quality, experience (CV's and written samples of previous evaluations) and relevance of individuals who will be involved in the evaluation.

5.3   Evaluation Deliverables

Evaluation products expected for this exercise are:

- A stand-alone evaluability assessment of the Child Protection Programme that will inform the evaluation by identifying evaluability constraints early in the process;
- An inception report, including a briefing note on the evaluation for external communication;
- A report of the in-depth desk review analysis containing initial evaluation findings, including a PowerPoint presentation to facilitate a stakeholder consultation exercise;
- The final report of the evaluation with up to two revisions (complete first draft be reviewed by the evaluation management team; second draft to be reviewed by the reference group and Regional Evaluation Adviser within UNICEF EAPRO, and a penultimate draft); and
- A PowerPoint presentation used to share findings with the reference group and for use in subsequent dissemination events, data, infographics, a page-at-glance executive summary and an eight-page executive summary.

Other interim products are:

- Minutes of key meetings with the evaluation management team and the reference group; and
- Presentation materials for the meetings with the evaluation management team and the reference group. These may include PowerPoint summaries of work progress and conclusions to that point.

Outlines and descriptions of each evaluation products are meant to be indicatives, and include:

Evaluability assessment: The evaluability assessment (in English and in Khmer) will help validate and reconstruct the theory of change and help identify evaluability constraints early in the process. The report will be 10-15 pages in length, or maximum 8,000 words, and it will be presented to the reference group.

Inception report: The inception report (in English and in Khmer) will be key in proving a common understanding of what is to be evaluated, including additional insights into executing the evaluation. At this stage, evaluators will refine and confirm evaluation questions, confirm the scope of the evaluation, further improve on the methodology proposed in this ToR and their own evaluation

proposal to improve its rigor, as well as develop and validate evaluation instruments. The report will include, among other elements: i) evaluation purpose and scope, confirmation of objectives and the main themes of the evaluation; ii) evaluation criteria and questions, final set of evaluation questions, and evaluation criteria for assessing performance; iii) evaluation methodology (i.e., sample conceptual framework), a description of data collection methods and data sources (incl. a rationale for their selection), draft data collection instruments (with a data collection toolkit as an annex), an evaluation matrix that identifies descriptive and normative questions and criteria for evaluating evidence, a data analysis plan, a discussion on how to enhance the reliability and validity of evaluation conclusions, the field visit approach, a description of the quality review process[9] and a discussion on the limitations of the methodology; iv) proposed structure of the final report; v) evaluation work-plan and timeline, including a revised work and travel plan; vi) resources requirements (i.e., detailed budget allocations, tied to evaluation activities, work-plan) deliverables; v) annexes (i.e., organizing matrix for evaluation questions, data collection toolkit, data analysis framework); and vi) a briefing note on the evaluation for external communication purposes both in English and Khmer (i.e., interviews with key informants). The inception report will be 15-20 pages in length (excluding annexes), or approximately 12,000 words, and will be presented through a PowerPoint at a formal meeting of the reference group.

Draft and final evaluation report: The report (in English and Khmer) will not exceed 45 pages, or 30,000 words, excluding the executive summary and annexes.

PowerPoint presentation (both in English and Khmer): Initially prepared and used by the evaluation team in their presentation to the reference group, a standalone PowerPoint will be submitted to the evaluation management team as part of the evaluation deliverables.

Data, infographics, a page-at-glance executive summary and an eight-page executive summary for external users (both in English and Khmer) will be submitted to the evaluation management team as part of the evaluation deliverables.

Reports will be prepared according to the UNICEF Style Guide and UNICEF Brand Toolkit (to be shared with the winning bidder) and UNICEF standards for evaluation reports as per GEROS guidelines (referenced before).

The first draft of the final report will be received by the evaluation management team who will work with the team leader on necessary revisions. The second draft will be sent to the reference group for comments. The evaluation management team will consolidate all comments on a response matrix, and request the evaluation team to indicate actions taken against each comment in the production of the penultimate draft.

Bidders are invited to reflect on each outline and effect the necessary modification to enhance their coverage and clarity. Having said so, products are expected to conform to the stipulated number of pages where that applies.

An estimated budget has been allocated for this evaluation. The implementation of the evaluation is expected to follow the proposed evaluation timeline presented in Table 1.

It is expected that the evaluation occurs from August 2017 to September 2018. Adequate effort should be allocated to the evaluation to ensure timely submission of all deliverables, approximately 20 weeks on the part of the evaluation team.

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[9] UNICEF has instituted the Global Evaluation Report Oversight System (GEROS), a system where final evaluation reports are quality assessed by an external independent company against UNICEF/UNEG standards for evaluation reports. The evaluation team is expected to reflect on and conform to these standards as they write their report. The team may choose to share a self-assessment based on the GEROS with the evaluation manager.

Table 1: Proposed evaluation timeline[10]

ACTIVITY	DELIVERABLE	TIME ESTIMATE	RESPONSIBLE PARTY
1. INCEPTION, EVALUABILITY, DOCUMENT REVIEW AND ANALYSIS		**8 weeks, concurrent (August – November 2017)**	
Kick-off meeting by Skype with evaluation management team	Meeting minutes	Week 1	Evaluation team, evaluation management team
Conduct an inception visit (incl. initial data collection and desk review; stakeholder analysis; evaluability assessment)	Meeting minutes	Weeks 2-3	Evaluation team, evaluation management team
Present evaluability assessment to the reference group	PowerPoint presentation	Week 4	Evaluation team, evaluation management team, reference group
Prepare inception report (incl. in-depth desk review; development of evaluation matrix, methodology and work-plan, data collection material, drafting of the inception report)	Draft inception report	Week 5	Evaluation team
Present draft inception report to the reference group	PowerPoint presentation	Week 6	Evaluation team, evaluation management team, reference group
Receive inception report and feedback to evaluation team	Evaluation commenting matrix	Week 6	Evaluation management team, reference group
Complete in-depth desk review and analysis	Draft desk review	Weeks 5-7	Evaluation team
Present desk review, finalize inception report and desk review report, confirm planning for field visit	Final inception report	Week 8	Evaluation team, evaluation management team, reference group
2. DATA COLLECTION		**4 weeks, non-consecutive (December 2017 – March 2018)**	
Pilot data collection tools and conduct field-based data collection	-	Weeks 9-13	Evaluation team
Validation workshop to validate data collection results	Final in-depth desk review, PowerPoint presentation, meeting minutes	Week 14	Evaluation team, evaluation management team, reference group
3. REPORTING AND COMMUNICATION OF RESULTS		**6 weeks, non-consecutive (March – September 2018)**	
Prepare and submit first draft of evaluation report	Draft report	Weeks 15-17	Evaluation team
Receive first draft and feedback to evaluation team	Evaluation commenting matrix	Week 17	Evaluation management team
Prepare and submit second draft of evaluation report	Draft report	Week 18	Evaluation team
Receive second draft and feedback to evaluation team	Evaluation commenting matrix	Weeks 19-20	Evaluation management team, reference group

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[10] Please note that the timing of the data collection may change depending on the possibility of carrying out KIIs and FGDs and other contextual factors (i.e., national elections planned for 2018).

Prepare and submit penultimate draft of evaluation report	Draft report	Week 21	Evaluation team
Submit and present final report to reference group and other products	Final report, infographics, executive summaries, PowerPoint presentation, meeting minutes	Week 22-24	Evaluation team, evaluation management team, reference group

5.4   Ethical Considerations

The evaluation covers information that is sensitive and confidential, and the evaluation team may also have direct contact with children and adolescents as informants. The Ethical Guidelines for Evaluation in the UN System will be provided to the Evaluation Team. Full compliance with all its provisions will be required.

In addition, the evaluation team may have access to data on specific child protection cases in which case the confidentiality of the individuals concerned, and the case details must be respected and maintained. Within the briefings and reports, individuals involved in child protection cases should not be identifiable directly or indirectly. Care should be taken when reporting statements or interviews. When in doubt, it is recommended to feedback to the informant and ask them to confirm their statements.

All informants will be offered the option of confidentiality, for all methods used. Dissemination or exposure of results and of any interim products must follow the rules agreed upon in the contract. In general, unauthorized disclosure is prohibited. Any sensitive issues or concerns should be raised, as soon as they are identified, with the evaluation management team.

Annex 2: Evaluability Assessment

Introduction

Coram International is currently undertaking a formative evaluation of UNICEF's Child Protection Programme in Cambodia, focussing on the years from the beginning of 2016 to present (end of 2017). The purpose of this formative evaluation is to generate evidence relating to the relevance, effectiveness, efficiency and sustainability of UNICEF's Child Protection Programme in Cambodia, in order to inform UNICEF's strategy and approach to future child protection programming. This evaluation is learning oriented in nature: rather than focussing on identifying the outcomes and impacts of programme interventions, it will seek to assess the approach taken by the programme, and in particular to consider the logic model set out in the programme's Theory of Change (ToC).

The primary objectives of the evaluation, as defined by UNICEF, are as follows:
- **To validate and (where necessary) to reconstruct UNICEF's theory of change (ToC) for protecting vulnerable boys and girls from violence and unnecessary family separation**; to consider the interlinkages and relationships between Programme outputs, and assess where they constitute an effective approach to protecting girls and boys in the current country context;
- To examine the **results achieved by UNICEF's Child Protection Programme, and identify enabling and disabling factors**, considering both prevention and response, and the results of institutional capacity building at national and sub-national levels, and drawing on inputs from government stakeholders, international national NGOs, development partners, as well as children, adolescents, families and their communities;
- To assess UNICEF's leadership, and ability to leverage resources and partnerships, towards **strengthening the Royal Government of Cambodia (RGC)'s child protection system** at national and sub-national levels through influencing advocacy and policy, and **supporting knowledge management and evidence generation** to inform policy decisions;
- To examine the **existing linkages between the outputs of the Child Protection Programme, as well as linkages with other relevant programmes**, including Social Governance and Inclusion, Inclusive Quality Education, and Integrated Early Childhood Survival, Care and Development, through the joint work such as positive discipline in schools, child protection service delivery in the health system and communication for development.

As part of the evaluation exercise, the Coram evaluation team is conducting an **evaluability assessment** of the programme. This assessment will both inform our methodology and approach to conducting the evaluation. In particular, the process of conducting the evaluability assessment will enable the evaluation team to articulate the programme's Theory of Change, in line with the primary objectives of the evaluation.

Purpose: What is evaluability and why assess it?

The use of evaluability assessments by international development organisations has expanded significantly within the last decade.[11] There is broad consensus around the Organisation for Economic Co-operation and Development (OECD) definition of evaluability: '*the extent to which an activity or project can be evaluated in a reliable and credible fashion"*.[12] The United Nations evaluation group has identified three important elements of evaluability:

1. Programme design: 'Clarity in the intent of the subject to be evaluated';

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[11] Davies, Rick, 'Planning Evaluability Assessments: A synthesis of the literature with recommendations,' UK Department for International Development Working Paper 40, October 2013.

[12] Organisation for Economic Cooperation and Development, 'Glossary of Key Terms in Evaluation and Results Based Management', 2010.

2. Availability of information: 'Sufficient data are available or collectable at a reasonable cost'; and

3. Conduciveness of context: 'No major factors that will hinder an impartial evaluation'.[13]

These elements are also recognised in the UNICEF Results Based Management handbook (page 135).

Evaluability assessments may be conducted to inform the decision to undertake an evaluation; to determine if and how evaluating a project or activity can be useful / contribute to its overall value and success.[14] They are also often used to guide or inform the design of a particular evaluation, as well as the development of a monitoring and evaluation framework for a specific project or programme. Finally, evaluability assessments often consider the theoretical design of a project or programme, and may contribute to improvements in project design. Whilst evaluability assessments are often undertaken as a separate and stand-alone exercise, an evaluability assessment which is undertaken as part of / together with an evaluation may make important contributions to both the evaluation and, ultimately, to the (evaluability of) the programme itself.

This evaluability assessment of UNICEF's Child Protection Programme will consider each of the three UNEG criteria set out above. It will begin by assessing the evaluability of UNICEF's Child Protection Programme in **principle**; considering the clarity of intent and theoretical coherence of the programme design, and ultimately its evaluability. Then, the assessment will consider the evaluability of the **programme in practice**; considering the availability of data and information necessary to evaluate the programme, both in the context of this evaluation, and more broadly, as well as the conduciveness of the context to conducting an impartial evaluation.

Our methodology and approach

In addition to pursuing the aims set out above, we considered the following questions developed by UNICEF in conducting the evaluability assessment:

Evaluability in principle

1. Does the Child Protection Programme clearly define the problems that it aims to change?
2. Has the targeted population of the programme been determined? Is the programme objective relevant to the target population?
3. Does the Child Protection Programme have a clear theory of change?
4. Is the results framework of the programme clearly articulated? Do the outputs and impacts follow results chain logic?
5. Are the outcomes and impact clear and realistic? Are they measurable (quantitatively or qualitatively)? Do they respond to the needs identified?
6. Do proposed programme activities lead to outcomes and the impact?

Evaluability in practice

7. Does the programme have the capacity to provide sufficient data for evaluation?
8. Does the programme have SMART indicators on key areas of intervention?[15]
9. Does baseline information exist in relation to outputs and outcomes?
10. Does the programme have a monitoring and evaluation system to gather and systematise the information with defined responsibilities, sources and periodicity?[16]
11. Is the context conducive to conducting the evaluation, both external and internal to the programme, including implications for stakeholders?

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[13] United Nations Evaluation Group, 'Norms for evaluation in the UN System,' 2016, p. 22.

[14] Davies, Rick, 'Planning Evaluability Assessments: A synthesis of the literature with recommendations,' UK Department for International Development Working Paper 40, October 2013.

[15] To be answered after the data collection phase of the evaluation (not contained in this draft report).

[16] To be answered after the data collection phase of the evaluation (not contained in this draft report).

In order to assess the evaluability of the child protection programme in principle, the team applied the following methods and approaches:

The evaluation team undertook a **thorough review of documents** setting out the programme's design and intent, including the results framework for the programme (its outcome, outputs and key result areas), UNICEF's 2016-2018 Country Programme Action Plan, UNICEF's Child Protection Programme Strategy Paper, the programme's mid-year and annual reports, and other relevant programme and strategy documents. Information set out in programme documents were supplemented by **meetings with key stakeholders** involved in the programme's development and design. These were conducted by the team leader, as part of a week -long inception mission, in order to gather additional perspectives on the intended aims of the child protection programme and the problems it seeks to address, and also to gain insight into the rationale behind the programme's design and approach.

Based on the above, researchers undertook a **theoretical analysis** of the programme's design, strategy and results framework in light of its aims / intended outcomes. The analysis, presented in this report, examines the logic, coherence and evaluability of the programme's results chain/pathways for change. Members of the evaluation team delivered an **initial presentation** on the evaluability assessment results to members of UNICEF's child protection and evaluation teams to validate initial findings and analysis and gain additional inputs to incorporate into the assessment report.

In order to assess evaluability of the child protection programme in practice, the research team applied the following methods and approach:

The evaluation team developed an **evaluation matrix** for the formative evaluation, which sets out:
-   The research questions the formative evaluation will attempt to answer (across the evaluation criteria of relevance, effectiveness, efficiency and sustainability);
-   Qualitative and quantitative indicators which emerge from / relate to the evaluation questions;
-   Data sources for answering research questions and measuring indicators;
-   And any limitations in data, researchers' ability to analyse it and any factor constraining the impartiality of the evaluation.
Based on the evaluation matrix, researchers compiled a list of data requests to UNICEF to determine the availability of information necessary to conduct the evaluation.

The evaluation team also requested updated data (or information about the availability of data) in relation to UNICEF's child protection programme outcome and output indicators. Whilst the team has undertaken an initial analysis of the programme's indicators and monitoring system, data in relation to this system and its effectiveness will be collected as part of the data collection phase for the evaluation itself. Therefore, whilst this draft evaluability assessment report does consider the availability of information for the formative evaluation currently underway, the availability of data / information for future (impact) evaluations of the child protection programme is not yet included in the evaluability assessment report.

In order to assess the conduciveness of the context for this evaluation, the Evaluation team drew on previous experience conducting evaluation and child protection related research in Cambodia and undertaking evaluations of UNICEF's child protection programming elsewhere, including in the South East Asia region. Finally, the evaluation team drew on information gathered during the inception visit that is relevant to evaluating the conduciveness of the Cambodian context to evaluating the Child Protection Programme.

Boundaries and limitations

This evaluability assessment considers the logic and coherence of UNICEF's programme design from an evaluability perspective, but it does not consider the relevance or appropriateness of the programme design to improving child protection within the Cambodian context: this falls within the scope of the evaluation itself.

Finally, it is important to acknowledge several limitations to undertaking an evaluability assessment as part of an evaluation. The evaluability assessment has been incorporated into the overall methodology and workplan for the evaluation: it did not include the development of a unique, standalone methodology or the collection of primary data focussed solely on assessing evaluability. Given this, this assessment will be treated as an ongoing exercise, which will continue to develop and evolve over the course of the evaluation itself. This draft evaluability assessment will be finalised together with the evaluation report.

Evaluability in Principle: An assessment of programme design

This section assesses the design of UNICEF's Child Protection Programme in order to determine its evaluability. It includes an analysis of the clarity of intent of the programme and the theoretical coherence of its results chain logic. Given the fact that a theory of change for the child protection programme has not been explicitly articulated, this section will also attempt to (re)construct a theory of change for the programme.

Programme aim(s): Defining the problem

In order to assess the evaluability of the Child Protection Programme from a theoretical perspective, it is important to identify the aims and intent of the programme, including the problem(s) that it seeks to address. As stated in its Country Programme Action Plan, UNICEF's child protection programme aims to achieve a protective environment for children through adopting a system-strengthening approach, which will overcome barriers to a functional child protection system in Cambodia".[17] UNICEF's Child Protection Strategy[18] sets out these barriers, identifying several significant problems, which undermine the protective environment for children in Cambodia. These relate firstly, to the weak and underdeveloped nature of the child protection system itself, and secondly, to problematic trends which expose children to violence / place them at risk.

Problems identified in the Child Protection Strategy:

1. The child protection system in Cambodia is understaffed and underfunded;
2. There is a need for a more 'systems based' approach to child protection in Cambodia;
3. Legislation is poorly enforced / implemented at national and sub-national levels;
4. The number of children in (often unregulated and high-risk) residential care institutions is very high, and many of them have been separated from their families unnecessarily;
5. There are high rates of violence against children (VAC) in Cambodia. VAC often goes unreported, very few perpetrators are held accountable, and limited attempts have been made to address social norms and socio-cultural practice and beliefs to prevent and respond to violence and neglect.

All of the problems listed above are clearly articulated, with the exception of the final element of the VAC problem; it is not clearly stated in the Programme Strategy what social norms and socio-cultural practices or beliefs must be addressed and how these norms relate to VAC.

The Programme places a specific focus on addressing problems 4 and 5; preventing and responding to violence against children and reducing unnecessary separation as well as deinstitutionalisation.[19] As is set out below in the analysis of the programme's results framework, strategies for addressing problems 1 – 3 are employed as a *means* of addressing problems 4 and 5, as well as being aims of the programme in their own right.

Programme aim(s): Determining the target population

The Child Protection Programme's target population is set out in the programme's key outcome and includes: *girls and boys vulnerable to and exposed to violence, and those separated from their family,*

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[17] UNICEF Cambodia, 'The Royal Government of Cambodia – UNICEF Country Programme Action Plan 2016-2018'.
[18] UNICEF Cambodia, 'Child Protection Strategy 2016-2018', Draft Only.
[19] Country Programme Action Plan 2016-2018

or at risk of separation. The two target populations identified in the outcome relate to the Child Protection Programme's two 'focus areas' set out above. From an evaluability perspective, it may be necessary to define these groups further, and to explain the distinction between them more clearly. In particular, it will be necessary to answer the following questions: Who are the girls and boys that are considered to be vulnerable to violence? Who are the girls and boys that are considered to be at risk of separation? Finally, whilst it is clear that children who are separated from their families are 'at-risk' of violence, would it be more coherent to define the target population for the Child Protection Programme in terms of *levels of risk* or *needs for child protection services*?

Other programme target populations, who receive capacity building and technical support through the Programme are set out in the Programme's Results Framework. These include:

Output 1: The national government and five provincial authorities (in target provinces);

Output 2: Social service providers across the sectors of health (45 health facilities in IECD focal districts), education (800 primary schools in education target provinces), justice, and child protection (3PC members and social workers in five targeted provinces and IECD focal districts);

Output 3: Commune councils and religious leaders in the five target provinces; and,

Output 4: 20 adolescent and youth focused organisations, 3PC members conducting remedial education activities for out of school adolescents, local civil society and community-based organisation in IECD focal districts, and the Adolescent and Youth Reference Group.[20]

The Child Protection Programme's Theory of Change (ToC)

Whilst a theory of change for the Child Protection Programme has not been explicitly articulated[21], it is embedded in the programme's results framework and programme strategy, and is partly articulated in the Country Programme Action Plan (in particular, through UNICEF's five strategies for improving the protective environment for children in Cambodia) [22].

A theory of change is important for evaluability for a number of reasons. A ToC articulates the 'logic model' for how programme activities and strategies will lead from the current situation ('the problem') to the key outcome through a series of steps and enables us to identify the assumptions that are necessary for the relationships in the model to hold true. As evaluators, it is important to articulate the pathway for change and identify assumptions in order to explain evaluation results; to understand why an outcome has or has not been achieved and identify which element of the logic model has broken down. Given this, as part of the evaluability assessment exercise, the evaluation team will attempt to articulate the Child Protection Programme's theory of change. Before doing so, it is necessary to assess the Programme's results framework, and the results chain logic contained therein. The programme's ToC will be articulated at the end of the programme design section.

Assessing the results framework and results chain logic

UNICEF's Child Protection Programme results chain is designed to achieve one outcome: *'By 2018, girls and boys vulnerable to and exposed to violence, and those separated from their family, or at risk of separation, are increasingly protected by institutional and legislative frameworks, quality services, and a supportive community environment'*. The evaluability of the outcome itself is addressed later in this report. For the purposes of assessing the results chain, it is useful to break down the outcome into three 'intermediary-outcomes', which correspond with each of the programme outputs and key

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[20] As agreed with UNICEF Cambodia's Child Protection and Evaluation teams, because output 4 isn't a core component of UNICEF's child protection strategy, the evaluation will focus on outputs 1 – 3, and only consider programming under output 4 as it relates to the other outputs.

[21] Partly due to the fact that ToC was not a requirement when the Country Programme Document was developed.

[22] UNICEF has developed several theories of change on relevant topics (e.g. reducing VAC and, preventing unnecessary family separation and child marriage).

results areas, or 'results streams': the key results set out important achievements in relation to each output, and which the programme has been designed to realise. The three results streams include: protection of children by institutional and legislative frameworks; protection of children by quality services; and protection of children by a supportive community environment. The results chain logic of each 'stream' (how the key results and outputs contribute to the outcome) is set out below.

Results stream one

Intermediary outcome 1: Boys and girls vulnerable to and exposed to violence, and those separated form their family or at risk of separation, are protected by institutional and legislative frameworks.

Output 1: By 2018, strengthened capacity of national government and five provincial authorities to formulate and implement the institutional and legal frameworks and costed plans for the scaling-up of child protection prevention and response interventions, including deinstitutionalization and reintegration services.

- *Key result 1.1:* National and sub-National Child Protection systems strengthened to develop and implement the child care reform action plan in the five targeted provinces to promote family preservation, deinstitutionalization, reintegration and alternatives to institutional care.
- *Key result 1.2:* National and sub-National Child Protection systems strengthened to finalize ad implement a costed inter-ministerial action plan to prevent and respond to violence against girls and boys, and to operationalize it in the five targeted provinces.
- *Key result 1.3:* A National Child Protection Information Management System established and rolled out in the five targeted provinces.
- *Key result 1.4:* Cambodian National Council for Children (CNCC) and key Ministries assisted to prepare the draft juvenile justice law for final submission and to update three child protection laws and associated regulations, under the 2014 Legislative Reform Agenda for Child Protection.
- *Key result 1.5:* Disaster Risk Reduction, Resilience, and Mine Risk Education incorporated into the national Child Protection in Emergency Plan and implemented annually.

Assumptions in the logic chain: Institutional and legislative frameworks are implemented consistently at national and sub-national level; costed plans for scaling up child protection prevention and response interventions address the child protection needs of the entire target population.

Gaps in key results: N/A

Cross results stream effects: N/A (high level results stream).

Results stream two

Intermediary outcome 2: Boys and girls vulnerable to and exposed to violence, and those separated from their family or at risk of separation, are protected by quality services.

Output 2: By 2018, strengthened capacity of social services providers (health, education, justice, and child protection) to provide quality services that protect girls and boys vulnerable to and exposed to violence, those separated from their family, or at risk of separation, and those being deinstitutionalized and reintegrated.

- *Key result 2.1:* Partnership Programme for Protection of Children (3PC) strengthened to provide child protection prevention and response services, including in emergencies and to reintegrate children in the five targeted provinces and IECD focal districts.
- *Key result 2.2:* At least 800 primary schools in the six education target provinces are implementing positive discipline and protecting girls and boys from abuse.
- *Key result 2.3:* At least 45 health facilities in the IECD focal districts are implementing the Child Protection Clinical Handbook for screening, treating, reporting and referral for children subjected to violence and sexual abuse.
- *Key result 2.4:* Child-friendly justice mechanisms for reporting, referral and response to children survivors of violence and children in conflict with the law developed and implemented.

- **Key result 2.5:** Social work strengthened to support effective case management, family- preservation approaches and alternatives to institutional care in the five targeted provinces.

Assumptions in the logic chain: If social service providers have strengthened capacity they will provide quality services to protect the target group (no other barriers to service provision); target groups are aware of services and are able to access these services including through systems of assessment and referral (no external barriers to accessing services such as lack of trust in government, fear of stigma, etc); available services are comprehensive / address a full range of child protection needs; services are of high quality and meet beneficiaries needs.

Gaps in key results: It would be helpful for results to address the scale/level of social work services; unclear who is responsible for implementing child-friendly justice mechanisms; quality of services is not captured in key results.

Cross-stream effects: Output 1 is likely to improve the availability of / delivery of services, where these are included in costed action plans or mandated in legislation / regulations. Similarly, output 3 is likely to contribute to the demand for child protection services by commune and religious leaders, families, and communities more broadly.

Results stream three

Intermediary outcome 3: Boys and girls vulnerable to and exposed to violence, and those separated form their family or at risk of separation, are protected by a supportive community environment.

Output 3: By 2018, Commune councils and religious leaders have strengthened capacity to protect girls and boys vulnerable to and exposed to violence and those separated from their family, or at risk of separation.

- **Key result 3.1:** A behavioural change campaign to prevent and to respond to violence against children and unnecessary family separation designed and implemented in the five target provinces and IECD focal districts.
- **Key result 3.2:** Key duty bearers promote the protection of children from violence and unnecessary family separation, including in emergencies in the five target provinces and IECD focal districts.
- **Key result 3.3:** National strategic framework on positive parenting to prevent violence and unnecessary family separation implemented in the five target provinces and IECD focal districts, linked to parenting education programmes by sectors.
- **Key result 3.4:** The Child Protection Pagoda Programme established and rolled out to five provinces.

Assumptions in the logic chain: Capacity and skills for recognising and referring child protection cases exists at the local level; commune councils, religious leaders, parents and other community members hold attitudes that are supportive of protecting girls and boys from violence and unnecessary family separation / to support reintegration; social norms, lack of capacity /skills and other barriers) do not prevent community members from behaving / adopting practices that are consistent with these attitudes.

Gaps in key results: It would be useful to have a specific result relating to council members' and religious leaders' knowledge and application of identification and reporting/referral mechanisms.

Cross-stream effects: Availability of quality services (output 2) is essential for commune councils and religious leaders to effectively protect girls and boys vulnerable to / exposed to violence. Output 1 may also contribute to this results stream where legislation and action plans call for the involvement of Commune Councils and religious authorities in child protection prevention and response.

In sum, the results framework for the programme is clearly articulated, and the outputs and outcome follow the results chain if certain assumptions are fulfilled. It will be critical for the evaluation to engage

with the assumptions identified as part of each logic frame to determine whether the results chain holds true in practice.

It is also important to note that the 'results streams' set out above are inter-reliant (according to an 'if…then' logic): failure to deliver key results under one output will undermine the contributions of the other outputs to the programme outcome. In other words, the logic of each results stream entails an assumption that the other outputs / results streams have been delivered. Similarly, results under one 'output' may reinforce or strengthen the achievements under the other outputs. This is a necessary aspect of the programme, which is designed holistically to improve child protection conditions at institutional, service provision and community levels.

Assessing the programme outcome

Outcome 3: *By 2018, girls and boys vulnerable to and exposed to violence and those separated from their family, or at risk of separation, are increasingly protected by institutional and legislative frameworks, quality services, and a supportive community environment.*

Lastly, it is important to consider the clarity of the programme outcome itself, which is oriented towards creating a protective environment for vulnerable children (the target group). The outcome includes three entry points for building this protective environment: institutional and legislative frameworks, quality services and a supportive community environment. As the previous section points out, this holistic approach is important because protection failures in one realm could undermine achievements to establishing a protective environment in another.

Challenges for evaluability:

- The breadth of the outcome may detract from its clarity particularly given that the results framework does not set out what is meant by 'institutional and legislative frameworks', 'quality services' and 'supportive community environment'.[23] While the difficulty is doing so is recognised, defining elements of the outcome more explicitly (including the target population, as previously discussed) would increase evaluability by ensuring that the outcome(s) of the programme are clear and measurable.
- The outcome doesn't articulate *how* 'institutional and legislative frameworks', 'quality services' and 'supportive community environment' will contribute to the protection of children. There is some narrative that is relevant to this in UNICEF's Country Programme Action Plan, and of course each component is relevant to child protection.[24] From an evaluability perspective, however, the *relationships* between each of the three components and protection for children would benefit from being more clearly articulated to improve the outcome's theoretical coherence, and ensure that there are no assumptions embedded within it.

Articulation of the ToC

Based on the analysis of the results framework and programme strategy, the theory of change for UNICEF's Child Protection Programme is as follows:

If the capacities of children, families and communities to develop positive, secure and nurturing practices and behaviours are strengthened;

and quality of and access to child protection services at sub-national level are improved;

and relevant national and sub-national authorities have improved capacities to plan, monitor and budget for scaling up preventive and responsive child protection interventions;

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[23] The key result areas do provide concrete examples/definitions of these, however, and achievements under the key result areas are evaluable.

[24] E.g. through establishing systems of reporting, referral and response of cases in schools, hospitals and police stations to identify child protection cases)

and service delivery is strengthened to ensure that children's right to protection from violence and unnecessary family separation are sustained and promoted in humanitarian situations;

then girls and boys vulnerable to and exposed to violence, and those separated from their family or at risk of separation will be increasingly protected (by institutional and legislative frameworks, quality services and a supportive community environment).

There are a certain number of assumptions that are required for the logic model to hold. It is important to identify these before conducting the evaluation, so the evaluators can explore the degree to which these conditions are met. For example, the theory assumes that:

- Institutional and legislative frameworks are implemented consistently at national and sub-national level;
- Costed plans for scaling up child protection prevention and response interventions address the child protection needs of the entire target population;
- Capacity for recognising and referring child protection cases exists at the local level;
- Commune councils, religious leaders, parents and other community members hold attitudes that are supportive of protecting girls and boys from violence and unnecessary family separation / to support reintegration;
- If social service providers have strengthened capacity, they will provide quality services to protect the target group (no other barriers to service provision);
- Target groups are able to access these services including through systems of assessment and referral (no external barriers to accessing services);
- Available services are comprehensive / address a full range of child protection needs; services are of high quality and meet beneficiaries needs;
- Plans for scaling up child protection prevention and response interventions are implemented consistently at national and sub-national level, and these address the child protection needs of the entire target population.

This Theory of Change reflects a results chain that is typical of child protection programming; it addresses the need to promote protection through multiple dimensions, including institutional reform, the establishment of quality services and building community capacity and support for child protection. The causal chain or change pathway is logical and coherent, and the inter-linkages are plausible as long as the assumptions identified above are met. Perhaps the greatest weakness of the ToC is that it is slightly tautological: stating that children will be protected by institutional and legislative frameworks, quality services and a supportive community environment if institutional and legislative frameworks, quality services and a supportive community environment protect children. The question of *how* children will be protected by services / child protection interventions and what these entail is not explicitly stated in the ToC (or results framework).

Evaluability in Practice: An assessment of the availability of information and conduciveness of the context

The following section includes an assessment of UNICEF's child protection programme **in practice**; considering the availability of data and information necessary to evaluate the programme, as well as the conduciveness of the context to conducting an impartial, robust and complete evaluation. As set out in the methodology above, the availability and quality of information for future (impact) evaluations of the child protection programme, and in particular an assessment of the programme's monitoring and evaluation system, including its indicators, will not be included in the EA draft report as our assessment of this will continue during the data collection phase of the evaluation.

Availability of information

The UNICEF Child Protection team and its partners have the capacity to provide the evaluation team with sufficient data to respond to evaluation questions, and effectively evaluate the effectiveness, relevance, efficiency and sustainability of UNICEF's Child Protection Programme. This has been

confirmed through an initial review of documents and evidence provided by UNICEF, as well as the results of several data requests submitted to UNICEF by the evaluation team to determine the availability of specific data / information. A detailed analysis of data sources to be used is contained in the evaluation matrix, which includes a breakdown of the evaluation questions, indicators relevant to assessing these, data sources for each indicator, and limitations in available data. This is contained in the evaluation matrix included in the inception report for the evaluation.

The evaluation will draw on the following existing data sources (not exhaustive):

- Existing evidence on the child protection context in Cambodia, including materials on violence against children evidence on violence against children (including physical, emotional and sexual violence, neglect, child labour, child sexual exploitation, child marriage, any form of child trafficking, offending / children in conflict with the law, street children, children who have gone missing, etc); literature on the use of alternative care in Cambodia; literature on the child protection system itself; and evidence on the effectiveness of various child protection approaches / interventions;
- Evidence on effective child protection programming approaches and interventions, including good practices from Cambodia and the region;
- Any existing statistical data relevant to child protection, including the Cambodia Violence Against Children Survey (raw data where possible);
- Existing administrative data or case data kept by UNICEF and project partners, particularly in relation to child protection services;
- Monitoring data on the delivery of prevention and response services by UNICEF and partners:
- Programme documents, including the Country Programme Action Plan 2016 – 2018; The Child Protection Programme Strategy, 2016 – 2018, the programme results frameworks, etc;
- Progress reports, including UNICEF Mid-Year and End-Year Reports; DCOF Quarterly reports;
- Partnership agreements and MoUs, particularly 3PC and FCF docs;
- UNICEF's Monitoring and Evaluation methodologies, tools, reporting frameworks and reports;
- Budget breakdown by donor and output; stakeholder analysis; detailed budget for child protection programme including actual expenditure.

The evaluation will also supplement existing data through implementing the following primary data collection methods:

- In-depth interviews with key government stakeholders at national, provincial, district (where relevant), and commune level across the sectors of social welfare, health, education, justice and law enforcement, as well as local administrative authorities;
- Key informant interviews with UNICEF staff, donors and project partners;
- Life history interviews (case history interviews) with children, case workers/service providers, family members, caretakers;
- Case file reviews;
- Survey with beneficiaries of child protection services (particularly those supported by the programme);
- Focus group discussions with community members/community leaders.

At this stage in the evaluation it appears that data sources are valid and reliable. Limitations in reliability of primary data collection methods (in-depth interviews, key informant interviews, life history interviews, focus group discussions, survey) are addressed in the conduciveness of the context section of the evaluation below.

Gaps in information

Whilst information to conduct the evaluation is, for the most part, available, it is important to note several limitations, which have been confirmed by UNICEF's Child Protection Team in response to data requests from the evaluation team:

- Firstly, raw case data on children who have received support through the National Child Protection System/ other elements of UNICEF's Child Protection Programme are not comprehensive. The evaluation team will do our best to obtain all relevant case data from government and NGO partners, and analyse it with these limitations in mind.
- Secondly, figures on children's exposure to violence, and other child protection needs and vulnerabilities are dated, and will need to be analysed accordingly.
- Thirdly, there is a lack of available evidence to isolate the programme's effects or attribute particular impacts to the programme, such as longitudinal data in comparable intervention and control sites. The evaluation will include non-intervention/comparator provinces in order to establish how the child protection system works outside of UNICEF's priority province, and shed some light on UNICEF's role and influence.
- Fourthly, participant feedback, or other evidence of beneficiary satisfaction with programme interventions appears to be limited. Given this, the evaluation team will prioritise including the collection of primary data on beneficiary satisfaction in our evaluation methodology.
- Finally, baseline information relevant to the programme is available in some areas, but is not available on several important topics, particularly on community behaviour and attitudes in relation to child protection. Evaluators will draw on available baseline data as well as respondents' recollections of the past / descriptions of changes and developments in order to overcome this data gap.

The Child Protection Programme's Monitoring and Evaluation System and Indicators for Evaluation

UNICEF's Country Programme Document includes a set of outcome and output indicators, for which it establishes baseline information and a clear target which should be reached by the end of the 2018 programme. The programme outcome indicators are specific, measurable and time-bound, however the evaluation found several indicator targets to be unrealistic and, perhaps, not achievable. For example:
- As noted in the evaluation report, the target of reintegrating 30 per cent of children in residential care in the five target provinces by 2018 appears to be unachievable;
- The target of reducing the proportion of children aged 13-17 who experienced physical violence in target provinces to 10 per cent for females and 8.4 per cent for males may be unrealistic, particularly given that at the time the evaluation was completed VAC prevention interventions weren't fully implemented or having significant effects;
- The target of reducing the proportion of girls and boys in detention nationally may also be unrealistic, particularly given that UNICEF's programme has not engaged directly on the issue and new legal frameworks on juvenile justice have yet to be implemented.

Finally, several of UNICEF's output targets appear to be unachievable based on outcome of the evaluation. In particular, it appears unlikely that five provinces will be implementing national standards for the diversion of children in conflict with the law by the end of 2018, given that as of early 2018 the standards had not been finalised. The target that 5 provinces are implementing a costed violence against children national action plan by the end of 2018 also seems unrealistic; whilst provincial plans had been developed by the end of 2017, these plans include numerous activities and interventions, which are highly unlikely to be fully implemented within 12 months of their development. Broadly, UNICEF's output targets for the end of 2018 appear to be ambitious given the status of implementation of the Child Protection Programme in early 2018.

Furthermore, the Child Protection Programme's monitoring and evaluation systems fail to capture important information about the programme, its achievements and its contributions to the Child Protection system in Cambodia. Importantly, indicators do not distinguish between child protection prevention and response services, and thus fail to capture the degree to which the child protection system / child protection services have *responded* to particular child protection needs. Whilst recent monitoring reports provide more detail on the types of services delivered than that contained in previous reports, data is not collected on the types of child protection concerns which these services seek to address. Ideally, UNICEF should work with partners to ensure that comprehensive child

protection case data is collected by all NGO and government partners, and that data is shared with UNICEF to enable ongoing monitoring of case load, and various aspects of child protection response.

It is particularly problematic that proper monitoring systems to evaluate UNICEF's reintegration programme were not in place; no data was collected on outcomes of reintegration cases, and case data which captures the nature of reintegration (case management) support provided was not maintained by DoSVY.

Conduciveness of the context

Finally, it is necessary to consider the conduciveness of the context to evaluability of the Child Protection Programme. Through the completion of this exercise the evaluation team identified a number of internal and external contextual factors that will influence evaluability.

The diffusiveness of the Programme poses a challenge for designing and implementing a thorough evaluation methodology. UNICEF's Child Protection Programme involves a wide range of activities and interventions delivered to a broad target population; it would require a detailed and complex methodology to evaluate each of these in great detail and depth. Furthermore, doing so would be costly, requiring significant resource investment.

Indeed, as with any applied research project, the evaluation must be conducted within a certain timeframe and budget, which may require making minor compromises in the methodology design. This is likely to impact on data collection in particular, which should achieve a balance between breadth of coverage and depth and detail of information.

A number of other context related challenges are likely to impact on evaluation results:

- **Imperfect information,** for example in relation to population characteristics, will limit the evaluation team's ability to devise an accurate sampling plan.
- **Political sensitivity** relating to topics covered in the evaluation, may constrain evaluators' ability to access accurate and authentic data in some cases. Topics related to violence against children, and particularly perpetration and accountability, are likely to be particularly sensitive.
- Similarly, evidence gathered through data collection is likely to be affected by a degree of **reporting bias**, particularly given that it will involve asking respondents to share sensitive and personal information about traumatic and difficult events in their lives. The evaluation will also involve asking professionals and practitioners questions about their professional approaches, which they may feel compelled to present in a biased, overly positive, light.
- **Access** to respondents may prove a challenge; respondents may not be available during the brief period of time researchers visit their locality. Respondents may also not wish to participate in the evaluation.
- **Ethical concerns** may constrain the evaluation: evaluators will follow a strict ethical framework in implementing the evaluation, particularly when interacting with vulnerable people, including children, and the evaluation may be affected when ethical principles take priority over methodological concerns.
- **Language barriers** may limit evaluators' ability to communicate perfectly, thus influencing evidence gathered. Similarly **cultural sensibilities** may shape evaluators' interactions with research participants, and affect their interpretations of those interactions, or of evaluation findings more broadly.

Of course, mitigating strategies will be developed as part of the evaluation methodology to overcome each of these contextual constraints. It is important to identify them as part of the evaluability assessment exercise in order to ensure that they are anticipated and addressed prior to the implementation of the data collection and analysis phase of the evaluation.

Annex 3: Reconstructed Theory of Change

Assumptions

Capacity for recognising and referring child protection cases exists at local level;

Key community members hold attitudes that are supportive of protecting children from violence and unnecessary family separation;

Available services are comprehensive, high quality and meet beneficiaries' needs; and

Plans for scaling up are implemented at national and sub-national level, and these address the needs of the entire target population.

Outcome: Increased protection for children from violence and unnecessary family separation

Outputs

Institutional and legal frameworks

Quality services

Supportive community environment

Capacity to develop positive, secure & nurturing practices and behaviours is strengthened

Quality of and access to child protection services at sub-national level are improved

Relevant authorities have improved capacities for scaling up preventive and responsive child protection interventions

Service delivery is strengthened to protect children from violence and unnecessary family separation

Increased demand for child protection services

Strategies

Cambodia will continue to be used for sex tourism, trafficking and orphanage tourism

Floods, conflict, ERW/UXO

Slowdown of Government reform programme

Annex 4: UNICEF Child Protection Strategy 2016-2018 – Key Performance Indicators

Indicator	Baseline	2018 Target	Updated figure for evaluation
Outcome 3: By 2018, girls and boys vulnerable to and exposed to violence, and those separated from their family, or at risk of separation, are increasingly protected by institutional and legislative frameworks, quality services, and a supportive community environment			
3.1 Proportion of children in residential care reunified with family or in family placement in the five focal provinces by 2018	0 per cent	30 per cent	5 per cent (as of April 2018)
3.2 Proportion of children aged 13-17 who experienced physical violence in the previous 12 months in target provinces (Baseline: 15.3 per cent for females, 12.5 per cent for males; Target: 10 per cent for females, 8.4 per cent for males)	15.3 per cent (female); 12.5 per cent (male)	10 per cent (female); 8.4 per cent (male)	Not available (Data is expected to be provided in 2018)
3.3 Number of girls and boys provided with child protection prevention and response services (excluding deinstitutionalization and reintegration services)	8,000 (4,000 girls)	24,000 (12,000 girls)	18,104
3.4 Proportion of girls and boys in detention nationally per 100,000 child population	8	4	22 (30 June 2017)
Programme component 3.1: By 2018, strengthened capacity of national government and five provincial authorities to formulate and implement the institutional and legal framework and costed plans for the scaling up of child protection prevention and response interventions, including deinstitutionalization and reintegration services			
3.1.1 Child care sector reform national action plan in place (Y/N)	Plan not formulated	Plan implemented	Plan implemented

3.1.2 Number of provinces implementing the child care sector reform plan (Baseline: 0; Target: 5)	0	5	5
3.1.3 Costed violence against children national action plan formulated (Y/N)	Plan not formulated	Plan formulated	Plan formulated
3.1.4 Number of provinces implementing the costed violence against children national action plan	0	5	0 Provincial plans will be formulated and implemented in 2018, after the launch of the national action plan on 11th December 2017.
Programme component 3.2: By 2018, strengthened capacity of national government and five provincial authorities to formulate and implement the institutional and legal framework and costed plans for the scaling-up of child protection prevention and response interventions, including deinstitutionalisation and reintegration services			
3.2.1 Number of primary schools in the six education target provinces implementing the positive discipline programme	12	800	405
3.2.2 Number of health facilities in the IECD focal districts implementing the Child Protection Clinical Handbook	0	45	0
3.2.3 Number of provinces implementing national standards for the diversion of children in conflict with the law	0	5	0
Programme component 3.3: By 2018, strengthened capacity of commune councils and religious leaders to protect girls and boys vulnerable to and exposed to violence and those separated from their family, or at risk of separation			
3.3.1 Behavioural change campaign strategy for preventing and responding to violence against children and unnecessary family separation developed	Strategy not developed	Strategy implemented	Strategy developed

3.3.2 Percentage of commune councils implementing the behaviour change campaign strategy on violence against children and unnecessary family separation	0 per cent	25 per cent	0 per cent
3.3.3 Proportion of Pagodas in the five focal provinces implementing the 'Child Protection Pagoda Programme'	0 per cent	25 per cent	0 per cent

Annex 5: UNICEF Child Protection Budget Allocations

The Child Protection Programme has a budget of US$ 11.8 million. The total funds for 2016 amounted to US$ 2,740,824 against a planned budget of US$ 4,940,616. The major donors in 2016 were the Canadian Government (US$ 676,875), German National Committee (US$ 177,948), Australian National Committee (US$ 94,579), United States Agency for International Development (USAID) (US$ 535,216), Japanese National Committee (US$ 92,593) and UNICEF (US$ 1,163,513).

In 2017 the total funds raised were US$ 3,354,611 against planned funding of US$ 4,409,610 with US$ 13,271 from Canada; US$ 1,396,856 from USAID; US$ 1,824,484 from UNICEF and US$ 120,000 from the Department of Foreign Affairs and Trade (DFAT). UNICEF has used this budget to fund a highly diverse and broad range of activities, all of which constitute important pillars of a comprehensive child protection system.

The largest amount of funding, $1,889,089.80 between May 2016 and December 2017 was provided to Friends International who manage the 3PC coalition. 3PC involves 56 organisations in all with 10 implementing partners, 40 network partners and 6 technical partners who provide counselling and other specialist services.[25]

Funding was also provided to –

> ➢ The Child Helpline (US$ 8,666 for October 16 to May 2017);
> ➢ The Child Protection Unit: $29,650 to undertake a 2-month investigation into alleged paedophile activity;
> ➢ Improving Cambodia's Society through Skillful Parenting US$ 47, 953.50 for February – November 2016 to implement multi-level positive parenting;
> ➢ International Social Services: US$ 50,000 to provide a capacity development plan to strengthen foster care, national and intercountry adoption 2016;
> ➢ Khmer Youth Association US$ 9,633.45 for the 16 Day Campaign against Gender Violence in 2016;
> ➢ Open Institute: US$ 50,000 for a digital inspection system;
> ➢ One-World UK US$ 23,306 for e-learning programme for children and youth 2016;
> ➢ Coalition for Rights of the Child: US$ 50,818 for the Adolescent and Youth Reference Group for June to December 2017;
> ➢ Child Rights International: US$ 49,530 for development of the Juvenile Justice Law and a strategic operational plan, February-April 2017.
> ➢ Hagar International: US$ 47,730.00 for the development of Judicial Guidelines and Training for Safeguarding Children in the Court Process (February 2017 for a year)
> ➢ ISS Australia: US$ 49,640 October 2017 to develop a national capacity building plan for children with disabilities in residential care
> ➢ Open Institute: US$ 67,708.20 for further work on the digital inspection system, 2017-2018;
> ➢ Investing in Children and their Societies: US$ 98,639.54;

In addition, funding was provided to a number of Government ministries:

> ➢ Cambodian National Council for Children: US$ 33,834.44;
> ➢ Ministry of Health: US$ 15,429;
> ➢ Ministry of Women's Affairs: US$ 74,473.20;
> ➢ Ministry of Justice: US$ 81,910.15;
> ➢ National Institute of Statistics: US$ 51,284.00;
> ➢ Ministry of Cults and Religion: US$ 47,476.75;
> ➢ Cambodia Mine Action Authority: US$ 72,932.70;

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[25] Information from Friends International.

- ➢ Ministry of Social Affairs, Veterans and Youth Rehabilitation: US$ 334,792.85;
- ➢ Ministry of Education: US$ 55,000.00;
- ➢ National Committee for Democratic Development: US$ 10,000.00;
- ➢ Department of Social Affairs, Veterans and Youth Rehabilitation (Provincial/Municipal level) Battambang: US$ 68,329.00;
- ➢ Department of Social Affairs, Veterans and Youth Rehabilitation (Provincial/Municipal level) Siem Reap: US$ 68,127.75;
- ➢ Department of Social Affairs, Veterans and Youth Rehabilitation (Provincial/Municipal level) Phnom Penh: US$ 49,771.55;
- ➢ Department of Social Affairs, Veterans and Youth Rehabilitation (Provincial/Municipal level) Kandal: US$ 58,625.00;
- ➢ Department of Social Affairs, Veterans and Youth Rehabilitation (Provincial/Municipal level) Preah Sihanouk: US$ 61,488.00;
- ➢ Royal University of Phnom Penh: US$ 4,863.00

Annex 6: Evaluation Matrix

Evaluation Question	Indicators / 'Sub questions'	Data source	Limitations
Relevance of the programme design and approach, considering: How relevant and consistent has the Child Protection Programme been to national priorities and commitments of UNICEF in considering aspects of violence prevention and response as well as to the needs of the most vulnerable girls and boys in Cambodia?			
1.1 How relevant and appropriate has the Child Protection Programme been to the Agenda 2030, and should it have been adjusted to align with the SDGs?	- Priorities in the SDG Agenda 2030 *(qualitative)*; - Alignment of the programme with the above *(qualitative)*.	Child Protection Programme results framework; SDG Agenda; Statistical child protection profile; Key informant interviews with UNICEF staff, donors and project partners.	
1.2 How relevant and appropriate has the Child Protection Programme been to the priority and conditions set by development partners, especially donors?	- Donor priorities and conditions *(qualitative)*; - Relevance of the Child Protection Programme to the above *(qualitative)*	Key informant interviews with donors; UNICEF Cambodia resource mobilisation strategy; Donor reports.	
1.3. To what degree is the Child Protection Programme aligned with the new UNICEF Strategic Plan?	- Priorities in new UNICEF Strategic Plan *(qualitative)*; - Alignment of the programme with the above *(qualitative)*.	Child Protection Programme results framework and UNICEF Strategic Plan; Key informant interviews with UNICEF staff and project partners.	
1.4 To what extent has the Child Protection Programme taken into account girls' and boys' different needs according to age, gender, ethnicity and other social identities, especially the most vulnerable?	- Extent to which programme interventions identify/address/take in to account unique needs and experiences of both girls and boys, as well as children from different socio-economic backgrounds,	Review of documents setting out programme design, and approach (including Situational Analysis, 2013); Key informant interviews with UNICEF and implementing partners, including service providers;	Raw case data on children who have received support through the National Child Protection System/ other elements of UNICEF's Child Protection Programme are limited.

	across nationality/ethnicity, etc. *(qualitative)*; - Proportion of children exposed to violence, abuse and neglect who receive child protection services (provided through national child protection system) disaggregated by gender, ethnicity, nationality and other demographic characteristics *(quantitative);* - Beneficiaries' level of satisfaction with prevention and response services disaggregated by gender, nationality, ethnicity and other demographic characteristics *(qualitative, quantitative).*	Monitoring data on delivery of prevention and response services (e.g. results of new monitoring framework where available); Qualitative interviews with children, case workers/service providers, family members, caretakers; Case file reviews; Beneficiary survey.	
1.5 How has the Child Protection Programme ensured that the voices of girls and boys are heard and reflected throughout?	- Extent to which programme activities / interventions / services have included children's voices *(qualitative)*; - Data on beneficiary and participant feedback *(qualitative and quantitative)*; - Extent to which activities / interventions / services have incorporated feedback from beneficiaries, particularly children *(qualitative).*	Follow up case management forms; Beneficiary feedback collected by partners and programme staff; Minutes of Adolescent Youth Reference Group meetings.	*Note: much of this is planned for later in the year – case status update; programme effectiveness survey.*
Effectiveness of the approach and its implementation: To what degree has UNICEF's Child Protection Programme contributed to the creation of positive conditions and changes for keeping vulnerable girls and boys in families, supporting their safe reintegration into family care, and protecting them from violence through institutional and legislative frameworks, quality services and a supportive community environment?			
2.1 To what degree has the National Child Protection System been able to respond to the needs of vulnerable girls and boys, especially the most marginalised that were at risk of being separated or being exposed to violence?	- Numbers of vulnerable girls and boys in Cambodia at risk of being separated from their family / exposed to different forms of violence *(quantitative);*	CVAC survey; Statistical snapshot of child protection;	Current figures on children's exposure to violence and other child protection needs/vulnerabilities are not available;

	- Nature of Cambodian children's (underlying/unmet) needs *(qualitative)*; - Proportion of children exposed to violence, abuse and neglect who receive child protection services (provided through national child protection system) *(quantitative)*; - Numbers of types of services provided disaggregated by 'type' of violence/ category of need *(quantitative)*; - Measures taken / outcomes of child protection interventions *(quantitative, qualitative)*; - Quality and appropriateness of child protection services *(qualitative)*; - Nature of beneficiaries' experiences within prevention and response services, any outcomes *(qualitative, quantitative)*; - Perceptions of children about the services that they have received *(quantitative, qualitative)*; - Perceptions of key stakeholders/community leaders about groups of children with unmet needs *(qualitative)*.	Monitoring data on delivery of prevention and response services (e.g. results of new monitoring framework where available); Qualitative interviews with children, case workers/service providers, family members, caretakers; Case file reviews; Qualitative interviews with key stakeholders, including community leaders, social workers (NGO and MoSVY), police; Focus group discussions with community members/community leaders; Beneficiary survey.	Figures on children's exposure to violence and other child protection needs/vulnerabilities may not be disaggregated by province; Raw case data on children who have received support through the National Child Protection System/ other elements of UNICEF's Child Protection Programme are limited); Lack of evidence to identify impact of programme: e.g. longitudinal data in intervention and control sites.
2.1.b How satisfied have children been with the quality of prevention and response services they have received? (Sub question of above).	- Beneficiaries' perceptions of services, and their level of satisfaction with prevention and response services *(qualitative, quantitative)*.	Beneficiary survey; Case file reviews; Qualitative interviews with children, case workers/service providers, family members, caretakers.	No existing data on satisfaction from children and adolescent beneficiaries. Likely challenges in accessing and sampling child beneficiaries.

2.3 How effective have behavioural change campaigns been designed to prevent and respond to violence and unnecessary family separation? **Note:** *Programme not started – suggest to change question to: 'How relevant is the design of behavioural change to preventing and responding to violence and unnecessary family separation?'*	- Current behaviour practices in relation to preventing and responding to violence and unnecessary family separation. - Behavioural change campaigns respond to key elements of harmful behaviours evidence in communities.	Qualitative interviews with children, family members, caretakers, and communities. Documentation of the design of behavioural change campaigns.	
2.4 To what degree and how appropriately have partnerships been mobilised in a manner that contributes effectively to the Child Protection Programme?	- Partners' main contributions to the Child Protection Programme *(qualitative)*; - Relevance of / need for partner contributions *(qualitative)*; - Quality and outcomes of partner contributions *(qualitative, quantitative)*.	Key informant interviews with project partners, including government, and other 3PC partners; Key informant interviews with Friends International; Programme documents setting out partnership agreements / documenting partner contributions (e.g. evaluations); Qualitative interviews with children, case workers/service providers, family members, caretakers who have experience of partner contributions; Survey results from beneficiaries of partner programmes/ interventions.	Dependent on availability of and quality of partners' data collection and monitoring systems.
2.5 To what degree has the Child Protection Programme integrated UNICEF's commitment to equity, gender equality and human-rights, as well as resilience throughout the Programme cycle, and what results have been achieved in relation to those commitments?	- Extent to which programme interventions identify/address/take in to account equity, gender equality, human rights and resilience *(qualitative)*; - Changes in (indicators) of equity, gender equality, human rights and resilience that can be attributed to programme interventions *(quantitative)*.	Review of documents setting out programme design, and approach; Key informant interviews with UNICEF and implementing partners, including service providers; Monitoring data on outcomes of programme interventions (e.g. results of new monitoring framework where available);	Longitudinal data in intervention and control sites that tracks (indicators of) equity, gender equality, human rights and resilience not available. Current figures on children's exposure to violence and other child protection needs/vulnerabilities are not available; Raw case data on children who have received support through the National Child Protection

		Qualitative interviews with children, case workers/service providers, family members, caretakers.	System/ other elements of UNICEF's Child Protection Programme are limited.
2.6 Has sufficient attention been given to measuring, monitoring and reporting results? How effectively has evidence been used to inform programmatic changes and adjustments?	- Frequency of monitoring reports / evaluations *(quantitative)*; - Relevance of indicators to Child Protection Programme outcome (*qualitiative*); - Adjustments made to programme on the basis of evaluation results *(qualitative).*	Monitoring and evaluation frameworks and tools applied by UNICEF and partners; Evaluation and monitoring reports; Evaluability assessment; Key informant interviews with UNICEF staff, donors and project partners.	
2.7 To what degree has UNICEF's Child Protection Programme contributed to supporting the safe reintegration of children into family care, and protecting them from violence?	- Extent to which children and caregivers are satisfied and feeling safe in placements - Current behaviour practices in relation to safe reintegration	Beneficiary survey; Case file reviews; Qualitative interviews with children, case workers/service providers, family members, caretakers.	Not all reintegrated children could be reached
Efficiency of the programme delivery, considering: To what extent and how has UNICEF mobilized and used its resources (human, technical and financial) and improved coordination to achieve its planned results for Child Protection?			
3.1 How successful have UNICEF's efforts in advocacy and policy influencing been in leveraging resources and partnerships? Have they encouraged and contributed to a greater collaborative effort towards child protection?	- Programme partners, and their contributions (quantitative); - Level of commitment to supporting programme expressed by partners and donors (qualitative).	List of partners and resources contributions (contained in stakeholder analysis and programme budget breakdown by donor and output); Key informant interviews with donors/partners, and UNICEF staff.	
3.2 To what extent have UNICEF resources (human, technical, financial) been sufficient in managing the Child Protection Programme? How adequate are the capacities of UNICEF's implementing partners?	- Programme budget and actual expenditure (for context); - Gaps in resource that impacted on effectiveness of programme (qualitative).	Detailed programme (forecast) budget, actual expenditure data (for context);	Current programme budget we are working with lacks sufficient detail.

		Qualitative interviews with implementing partners, particularly those involved in direct delivery of services /interventions.	
3.3 How effectively have coordination mechanisms been working between UNICEF's Child Protection Programme and other programme outcomes to create and sustain linkages across sectors, and between child protection actors, as a result of UNICEF's investments?	- Time and financial resourcing spent on coordination / creating linkages (quantitative); - Results of coordination with other programme outcomes and other child protection actors (qualitative).	Key informant interviews with UNICEF staff members and key partners (MoSVY, MoWA, USAID, UNFPA, FCF, WV, Plan etc).	Information on resources (time/money) spent on coordination and linkages doesn't appear to be available.
Sustainability of the programme, considering: To what extent are the benefits and achievements of the UNICEF supported programmes likely to continue after the programme has ended through national ownership, changes at family and community level, and scalability and use of partnerships for sustainability?			
4.1 To what extent has the implementation of the Child Protection Programme thus far contributed to the generation of sustainability capacities at the national and sub-national levels?	- Capacity of child protection actors at national and sub-national levels (qualitative – this will emerge from analysis in effectiveness section); - Changes in capacity of child protection actors that have resulted the programme (quantitative and qualitative).	Baseline and post-intervention assessments of capacity of relevant partners and stakeholders.	Limited comparative capacity assessment data.
4.2 What would the resource implications to scale-up the Child Protection Programme to the other four priority provinces identified in the mapping of residential care facilities?	- Actual programme expenditure by province; - Level of need/demand for child protection services in existing five and other four priority provinces (qualitative and quantitative).	Detailed budget on Child Protection Programme expenditure and actual expenditure broken down by province; Population of all nine provinces broken down by age, income, education and other demographic features (Census, CDHS, CSES data); Existing evidence (survey and administrative data) on children's exposure to violence and other child protection needs/vulnerabilities broken down by province. Interviews with UNICEF, project partners, and child protection duty bearers.	Current figures on children's exposure to violence and other child protection needs/vulnerabilities are not available; Figures on children's exposure to violence and other child protection needs/vulnerabilities may not be disaggregated by province.

| 4.3 What are the enabling as well as constraining factors that are likely to influence replication and sustainability? | - Level of commitment and capacity of implementing partners and donors, particularly Cambodian duty bearers (qualitative).

 Will emerge from explanatory analysis of effectiveness and efficiency of programme. | Qualitative interviews with project partners and child protection duty bearers;

 Focus group discussions with community members/community leaders. | |

Annex 7: Data Collection Tools

Key informant Interview Tool

Informed Consent

Coram international is currently undertaking a formative evaluation of UNICEF's child protection work in Cambodia, focussing on the period from 2016 – present. The purpose of the evaluation is to learn about the work that has been done by UNICEF and partners, how effective this has been in promoting their child protection goals, as well as to identify ways in which the programme can be improved and targeted more effectively in the future. We are currently conducting a research visit as part of this evaluation. Our hope during the visit is to develop a strong understanding of the content of UNICEF's Child Protection Programme in Cambodia, and its intended approach and outcomes, including from the perspective of external stakeholders.

We appreciate your agreement to participate in the exercise. The evaluation is first and foremost a learning exercise for UNICEF so please do be open and candid in your responses as you can. While we would like to draw upon your contributions in our report, we will always keep your comments anonymous. You may not have answers to all of the questions so don't feel you need to answer them - we are interested in learning from your knowledge, views and experiences.

Introductory questions

Please give me a brief overview of your role and responsibilities. In particular, how does your work relate to child protection in Cambodia?

Can you give a bit of background/context in relation to child protection system in Cambodia? What is the status of the system at present?

What are the most pressing challenges facing the child protection system in Cambodia?

What do you think are the most important measures that are needed to improve child protection in Cambodia?

How do you think this evaluation could be most useful for improving child protection in Cambodia? What would you like to learn from it?

Relevance

How familiar are you with UNICEF's child protection programming? If you have collaborated with UNICEF, what has this involved?

What do you understand the priorities and primary aims of UNICEF's Child Protection Programme to be? (How) Are these aligned with your priorities and aims / the priorities and aims of your agency? Do you think they are relevant to Cambodia's child protection needs? Why or why not?

In your view, has UNICEF influenced the revision of legislation and policy? How so? Do you feel these changes will improve the child protection systems? Why or why not?

Effectiveness

To what degree has the National Child Protection System been able to respond to the needs of Cambodian children particularly those who are at-risk of being exposed to violence, abuse or neglect? What are the cases being picked up by the system? How is the system responding to these cases, and how is it failing to respond? *Please give specific examples.*

How has UNICEF's programme improved the effectiveness of the system, if at all? Has it contributed to the strengthening of child protection services? What about to de-institutionalisation and reintegration processes? To community-based child protection?

Do you think the Cambodian child protection system sufficiently addresses the needs of all Cambodian children, across age, gender, ethnicity, etc., including the most vulnerable?

To your knowledge, has UNICEF's programme been designed to include vulnerable groups? Are there any particularly vulnerable groups that you feel should have been prioritised or have been missed or neglected?

Efficiency

Do you feel that the resources UNICEF has allocated to child protection have improved the effectiveness of the system? Has a lack of resources constrained the system/limited the effectiveness of the system in any way? *Please give specific examples to illustrate where spending achieved impact, where spending was wasteful, and where greater investment is needed for the system to be effective.*

Has your agency (or partner agencies) allocated any resources to the child protection system? If so, to which aspects of the system? Do you have any plans to do so?

Sustainability

Do you think UNICEF's Child Protection Programme could be expanded beyond its five target provinces? Why or why not? What would be the barriers/challenges to doing so?

Has UNICEF's programme contributed to the capacity of national and sub-national actors? How so, and do you think these contributions will last? What are the remaining gaps?

What steps has the Cambodian Government (and in particular your agency) taken to strengthen the child protection system? Have relevant strategies/plans been adopted? Has a budget been committed to the programme? Are activities being implemented? Please give specific examples.

Has the government's approach to child protection in Cambodia changed? Has UNICEF's programming contributed to this? How?

Conclusion

If you could make any recommendations to UNICEF regarding their programming going forward, what would they be? Are there any gaps where you feel they should be programming and aren't?

Key informant tool: social workers

Coram international is currently undertaking a formative evaluation of UNICEF's child protection work in Cambodia, focussing on the period from 2016 – present. The purpose of the evaluation is to

learn about the work that has been done by UNICEF and partners, how effective this has been in promoting their child protection goals, as well as to identify ways in which the programme can be improved and targeted more effectively in the future. We are currently conducting a research visit as part of this evaluation. Our hope during the visit is to develop a strong understanding of the content of UNICEF's Child Protection Programme in Cambodia, and its intended approach and outcomes, including from the perspective of external stakeholders.

We appreciate your agreement to participate in the exercise. The evaluation is first and foremost a learning exercise for UNICEF so please do be open and candid in your responses as you can. While we would like to draw upon your contributions in our report, we will always keep your comments anonymous. You may not have answers to all of the questions so don't feel you need to answer them - we are interested in learning from your knowledge, views and experiences.

Section 1: Role in child protection

1. **What is your position and how long have you been in this position?**

2. **Please give me a brief overview of your role and responsibilities in this position**. In particular, **how does your work relate to child protection in Cambodia**?

3. **Can you give a bit of background/context in relation to the child protection system in Cambodia**? What is the status of the system at present (feel free to focus on your area of knowledge and experience)?

Section 2: Case load and work

4. **How many cases involving children have you 'handled'/ overseen/ managed in the previous year**? Please provide details about these cases, including the demographic features of children, types of abuse suffered, where the referral came from, the broader circumstances of the case, and outcomes of the case.

5. **Can you talk me through the processes and procedures for handling children's cases?** Probe for details about who is involved, at what steps, during what timeframe etc.

Section 3: Appropriate services and response

6. **What services/ support is currently available in this area for children exposed to or at risk of violence?**

7. **How effective, helpful are these services? And what are the key gaps in services available**?

8. **Are there services in place to appropriately respond to the needs of particularly vulnerable groups of children** (e.g. migrant children, children with disabilities etc.) Are there any gaps?

9. **What are the main outcomes of children's cases**? How are cases involving children typically   resolved?

10. **What are the main challenges that duty bearers face in resolving child protection cases**?

11. **What have been some of the key achievements in resolving/ responding to children's cases**?

12. **What do you see as being the main challenges that you are currently facing in your work involving children**?

<div style="background:#29ABE2">Section 4: Coordination, data, and information sharing</div>

12. **Who are the key agencies/ stakeholders that you coordinate with in your work involving children**?

13. **How well are coordination mechanisms working**, and are there any key challenges capacity gaps?

14. **To your knowledge are there any information management systems in place for recording and sharing data about children's cases**? How is information managed and shared between relevant actors?

15. **Do you keep any data/ records of children's cases**? Probe for details of information recorded and request permission

<div style="background:#29ABE2">Section 5: Wrap up and conclusion</div>

16. **What do you think are the most important measures that are needed to improve the child protection system in Cambodia**?

In-depth interview tool: children in contact with child protection services

Individual Interview Guide – Child who has had contact with child protection services

Name of researcher(s):		
Date:		
Location (Township and village)		
Gender and age of respondent:	Gender:	Age:
Siblings	Gender	Age

Religion/Ethnicity:	
Notes:	

Ideally, individual interviews should be held in a one to one setting (two to one, including the translator). If the child being interviewed is more comfortable, it is okay for him or her to bring a trusted companion into the interview. Interviews should be conducted in a secure, quiet place.

Introduce yourself and the purpose of the study: the study is about the risks and dangers children face in Cambodia and about the actions taken by the government and partner organisations to respond when a child is in trouble. We are looking to learn from your experiences so that we can find out what is happening in practice and what more could be done protect children in the future.

Explain that it is voluntary, gain informed consent and advise participants about anonymity.

Section 1: Background information / Warm-up

1. **Who do you live with?** Who looks after you at home?

2. **Do you parents work?** What are the main sources of income in your household?

3. **Do you go to school?** Do you ever have to miss school for any reason? Why?

4. **If the child DOES attend school then ask:**
   a) Do you do any work? If so, what kind of work do you do? About how many hours a week do you spend working?

5. **If the child DOES NOT attend school,** then ask the child whether (s)he attends any training or whether (s)he works and if so what sort of work and for how many hours

6. **Do you like spending time at home?** Why/why not? If not, do you go anywhere else instead?

7. **Where do you spend most of your time when you're not at home?** What do you do? Who do you spend time with?

8. **Are there any problems you are dealing with at home, at school or in the community?** Is there anything that makes you feel unsafe or at risk of harm?

Section 2: Case history

9. **As we mentioned, we are particularly interested in learning about your experience with the child protection system?** Do you know what I mean by this? What do you understand it to be?

10. **Can you tell me the story of how your case came to the child protection system? Was it because of any problems you were having?** Maybe problems and school or problems at home?

Ask probing questions to get as much detail as possible about the events that led up to the referral (any experience of violence, abuse, neglect, exploitation, etc.).

11. **(If not already addressed) How was your case referred?** Did you ever tell anyone about the problems you were having? Do you know who referred the case? Why do you think they did so? (*Prompt to find out as much as you can about the referral, who made it, how and why*).

12. **Who contacted you or your parents about the problems you were facing?** (i.e. NGO or CCWCs or police?

13. **How did you feel about the fact that the case had been referred? What about your family – how did they feel?** Did you trust the people who were handling the case?

14. **Then what happened?** Ask probing questions to learn how the case was handled / who handled it and what happened. Try to learn who was involved at each stage, what their role was, whether the child removed from his or her home at any point, did the child or his or her family received any services/support? Also, try to get a sense of the time frame within which all of this occurred. If the case involves a justice sector response probe to determine the extent that due process/child-friendly procedures were implemented?

15. **How was the case resolved? What was the outcome of the case? Whose idea was this? What did you think about it? What did your family think about it?** Determine what decision was made and what follow up actions were taken. Probe to understand the details of how this was implemented / what that entailed / who has been responsible for implementing it.

16. **How are things for you now? Has the problem improved? Are there any new problems you are dealing with now? Is there anything in your life that you would like to change? What are your goals and hopes for the future?** Determine what the impact/outcome of child protection services was on addressing the needs of the child. Prompt to understand the extent to which the child felt they benefited from their contact with the child protection system.

17. **Looking back, do you agree with the way the case was handled and the decisions that were made?** Do you wish things had been different? How?

Section 3: Recommendations

18. **What do you think would make your community safer and better for you and other children?** Do you have any recommendations for what the [government] should do to make things safer for children?

Thank the participants for their time. Explain again that the study will help understand what risks children face in the community, and what actions can be taken to improve the situation for children in the future.

In-depth interview tool: caregivers of children in contact with child protection services

Individual Interview Guide – Parent whose child has had contact with child protection services

Name of researcher(s):		
Date:		
Location (Township and village)		
Gender and age of respondent:	**Gender:**	**Age:**
Number of children (circle gender and age of child concerned)	**Genders**	**Ages**
Religion/Ethnicity:		
Notes:		

Ideally, individual interviews should be held in a one to one setting (two to one, including the translator). Interviews should be conducted in a secure, quiet place.

Introduce yourself and the purpose of the study: the study is about the risks and dangers children face in Cambodia and about the actions taken by the government and partner organisations to respond when a child is in trouble. We are looking to learn from your experiences so that we can find out what is happening in practice and what more could be done protect children in the future.

Explain that it is voluntary, gain informed consent and advise participants about anonymity.

Section 1: Background information / Warm-up

1. **Tell me a bit about your family?** Who lives with you at home?

2. **What are the main sources of income in your household?**

3. **What are the main challenges or sources of stress you face within your household?** Are there any particular difficulties involving your children?

4. **Do your children go to school?** (Ask specifically about the child involved in the case) Do they ever have to miss school for any reason? Why?

5. **If the children DO attend school, then ask:**

Do your children do any work? If so, what kind of work do they do? About how many hours a week do they spend working?

6. **If the child DOES NOT attend school,** then ask the child whether he attends any training or whether he works and if so what sort of work and for how many hours

7. **Do you like spending time at home?** Why/why not? If not, do you go anywhere else instead?

8. **Where does your child spend most of his or her time when not at home?**

Section 2: Case history

9. **As we mentioned, we are particularly interested in learning about your experience with the child protection system?** Do you know what I mean by this? What do you understand it to be?

10. **Can you tell me the story of the case involving your child?**

   Ask probing questions to get as much detail as possible about the events that led up to the referral (any experience of violence, abuse, neglect, exploitation, etc.) and the parent's perspectives on these issues.

11. **(If not already addressed) How was the case referred?** Do you know who referred the case? Why do you think they did so? (*Prompt to find out as much as you can about the referral, who made it, how and why*).

12. **How did you feel about the fact that the case had been referred? What about your child/other members of your family – how did they feel?** Did you trust the people who were handling the case?

13. **Then what happened?** Ask probing questions to learn how the case was handled / who handled it and what happened. Try to learn who was involved at each stage, what their role was, whether the child removed from his or her home at any point, did the child or his or her family received any services/support? Also, try to get a sense of the time frame within which all of this occurred. If the case involves a justice sector response probe to determine the extent that due process / child-friendly procedures were implemented?

14. **How was the case resolved? What was the outcome of the case? Whose idea was this? What did you think about it? What did your child and other members of your family think about it?** Determine what decision was made and what follow up actions were taken. Probe to understand the details of how this was implemented / what that entailed / who has been responsible for implementing it.

15. **How are things for your child now? Has the problem improved?** Are there any new problems you are dealing with now? Is there anything in your life that you would like to change? What are your goals and hopes for the future? Determine what the impact/outcome of child protection services was on addressing the needs of the child. Prompt to understand the

extent to which they feel that their child benefited from their contact with the child protection system.

16. **Looking back, do you agree with the way the case was handled and the decisions that were made?** Do you wish things had been different? How?

<h2 style="background:cyan">Section 3: Recommendations</h2>

17. **What do you think would make your community safer and better for your children and other children?** Do you have any recommendations for what the [government] should do to make things safer for children?

Thank the participants for their time. Explain again that the study will help understand what risks children face in the community, and what actions can be taken to improve the situation for children in the future.

FGD discussion Guide: community members/ leaders

Name of researcher(s):		
Date:		
Location:		
Number of participants:	**Males:**	**Females:**
Religion/Ethnicity:		
Notes:		

Ideally, focus group discussions should be held with 6-8 members of the local community / community leaders (of the same gender). They should be conducted in a secure, quiet place.

Introduce yourself and the purpose of the study: the study will help us understand what risks children face in the community, what actions are being taken by the government and other organisations in the community, and what more could be done protect children in the future.

Explain that it is voluntary, gain informed consent and advise participants about anonymity.

<h2 style="background:cyan">Section 1: Child protection information</h2>

19. **As members of your community /community leaders do you worry about your children's safety?** Why?

20. **What are the *least safe* spaces for children in this community? Are there places where you worry for your children to go?** Are there some places that you are more worried about girls going to than boys or vice versa? Which places? Why?

21. What are the forms of violence that children experience most frequently in your community? *(Probe to determine how violence is defined by participants in the group).* Are there particular groups of children who are more likely to experience violence? Which groups? Why?

Section 2: Awareness about child protection

22. Has anyone ever spoken to you about 'child protection'? Do you know what this means? What does it mean to you?

23. Do you know any organisations in the local area who are working on child protection? Who are they? What do they do? What is your view about the work you are doing? Why? (Prompt about the local CCWCs or relevant international or local NGOs).

Section 3: Child protection in practice

24. What happens in this community if a child gets into trouble? Is there anywhere children can go to if they have problems? Who?

25. If a child came to you and said he was being abused at home or at school, or if another adult reported this to you, would you intervene? Why/ why not? Can you tell me of any cases that you have heard of, or that you have been involved in? What happened? Who was the case reported to? What was the outcome? What do you think about it?

26. Have you ever heard of a 'social worker'/ child protection officer? Do you have these in your community? What do they do? What do you think of them? Have you ever sought help from a social worker (for yourself or another person/ child?) Can you tell me about what happened?

27. Which government bodies or other organisations working in the area do you trust? Why? Are there any that you don't trust? Why? (Prompt about the local CCWCs or relevant international or local NGOs).

Section 4: Response scenarios

"Now I am going to give you some made-up scenarios about children. I'd like you to tell me if you think the events in the story are realistic, and whether and why this type of thing happens. Then I will ask you what the person in each story should do in this type of situation."

Are the events described in the story things that sometimes happen? Can you tell me a case?

28. Gang violence: Your son Rithy is frightened to go to school. When he comes home from school, he often looks dishevelled, and sometimes you notice marks and bruises on his body. One day you ask him about it, and he confesses that he is having trouble with a gang of boys. They often threaten to hurt him, and sometimes they wait for him outside of school, and when he comes outside, they steal his food and money and sometimes hit him.

Discussion questions: What do you think about this story? Have you ever heard of a case like this? What happened? If this happens, what would you do? Are there any (government) organisations in the local area who support boys like Rithy? What do they do?

29. **Sexual abuse:** Leakhena is a 12 year old girl in your child's school. She seems very withdrawn, distracted and worried all year. This is because her uncle, who lives at her house, is abusing her sexually. He comes into her room at night and forces her to touch him in sexual ways. One day Leakhena told her friend about this. She asked her friend if she could stay overnight at her house because she was frightened of going home.

Discussion questions: What do you think about this story? Have you ever heard of a case like this? What happened? If this happens, what would you do? Are there any (government) organisations in the local area who support girls like Leakhena? What do they do?

30. **Neglect at home:** Sokun, a 10 year old boy who goes to school with your child, was very disengaged in class, and sometimes looked worried or afraid. He was always hungry, sometimes very dirty and was often falling asleep in class. Sokun started to miss several days of school in a row and was falling behind in class. One day one of his classmates saw him selling newspapers on the street.

Discussion questions: What do you think happened in this story – why is Sokun behaving this way? Have you ever heard of a case like this? What happened? If this happens, what would you do? Are there any (government) organisations in the local area who support boys like Sokun? What do they do?

Section 5: Recommendations

31. **What do you think would make your community safer and better for your children and other children?** Do you have any recommendations for what the [government] should do to make things safer for children?

Thank the participants for their time. Explain again that the study will help understand what risks children face in the community, and what actions can be taken to improve the situation for children in the future.

Structured file Review tool

File Review Tool

1. **What information does the file contain about the child?** Please tick all that apply.

   - ☐ Name
   - ☐ Age
   - ☐ Sex
   - ☐ Parents' names
   - ☐ Siblings' names
   - ☐ Ages
   - ☐ Religion
   - ☐ Ethnicity
   - ☐ Social Background
   - ☐ Health

☐ Education

2. **What is the nature of the case/ abuse/ incident as recorded in the file?** Provide details.

_____
_____
_____
_____
_____
_____

3. **Is there a record of who referred the case in the file?**

☐ Yes
☐ No

4. **Does the file contain a rapid risk assessment?**

☐ Yes
☐ No

4.1 **(Answer this question if you answered 'Yes' to question 4) What level of risk has the case been assigned?**

☐ **High risk**
☐ **Medium risk**
☐ **Low risk**
☐ **Risk level not assigned**

4.2 **(Answer this question if you answered 'Yes' to question 4) Has the case been given an appropriate risk rating which reflects the nature of the case?**

☐ **Yes**

_____
_____
_____

☐ **No**

_____
_____
_____

4.3 **(Answer this question if you answered 'High Risk' to question 4.1) are there records of the timing and appropriateness of referrals made?**

☐ Yes
☐ No

5. **Have any consent forms been filled?**

☐ Yes
☐ No

6. Does the file contain evidence that an in-depth needs assessment has been conducted?

☐ Yes
☐ No

6.1 **(Answer this question if you answered 'Yes' to question 6) What is the nature of the information recorded about this assessment?** (Who conducted the assessment? Who was interviewed? Where did the assessment take place? Was a visit made to the child's home, etc?) Provide details.

_____
_____
_____
_____
_____
_____

7. Does the file contain evidence about the child's own wishes/ perspectives on the case?

☐ Yes
☐ No

8. Does the file contain any evidence of coordination with other bodies - a police report/ medical report/ court report etc? Provide details.

☐ Yes

_____
_____
_____

☐ No

_____
_____
_____

9. Has a case conference been carried out?

☐ **Yes**
☐ **No**

9.1 (Answer this question if you answered 'Yes' to question 10) Who attended the case conference? Provide details

_____

_____ _____

_____

9.2 (Answer this question if you answered 'Yes' to question 10) What records are there of the case conference? Provide details

_____

_____

_____

9.3 (Answer this question if you answered 'Yes' to question 10) What were the outcomes of the case conference?

_____

_____

_____

10. Have details of planning for the case been recorded?

- ☐ **Yes**
- ☐ **No**

10.1 (Answer this question if you answered 'Yes' to question 11) What actions were planned according to the file to resolve the case, and who have these been assigned to? (Actions, responsible individuals, timelines etc.) Provide details

_____

_____

_____

_____

_____

_____

11. Is there evidence of the services that have been provided to the child? Please tick all that apply.

- ☐ **Recorded actions**
- ☐ **Referrals made**
- ☐ **Timelines**
- ☐ **Other** (Provide details)

_____

_____

12. Are there any records of the outcomes/ results of any actions taken?

- ☐ **Yes** (Provide details)

_____

_____

_____

☐ **No**

13. Are there records kept of ongoing follow up/ monitoring review of the case?

☐ **Yes**
☐ **No**

13.1 **(Answer this question if you answered 'Yes' to question 14) Provide details of frequency and nature of the ongoing follow up/ monitoring review.**

_____

_____

_____

13.2 **Does the type and frequency of monitoring and follow up seem appropriate to the risk level of the case?**

☐ **Yes**
☐ **No**

14. Has the case been closed?

☐ **Yes**
☐ **No**

14.1 **(Answer this question if you answered 'Yes' to question 15) Was it determined that the child's situation was safe/ stable upon closure of the case?**
☐ **Yes**
☐ **No**

14.2 **(Answer this question if you answered 'Yes' to question 15) Have records been kept of the final outcomes?**

☐ **Yes**
☐ **No**

14.3 **(Answer this question if you answered 'No' to question 15) Has the latest status of the ongoing case been recorded?**

☐ **Yes**
☐ **No**

Survey on Children's Experience of Reintegration

Survey on Children's Experience of Reintegration in Cambodia

To be completed by enumerator <u>before</u> implementing survey

Number:	Date:	Enumerator ID:	District, Province	Accessed through:
	DD / MM / 2017			
Child reintegrated from (name and type of institution):			Reintegration support provided by (position and institution):	

To be conducted with children and teenagers ages 12-18

INTRODUCTION
Please introduce survey to children using the following script: You are invited to take part in a survey. The survey is being carried out by UNICEF and Coram International, an international research agency that focuses on issues impacting children and youth. The survey is an opportunity for us to learn about the services and support available to help young people who have been separated from their homes and families in the past. We want to learn about your experiences, what has been helpful for you, and how things could be improved, so that children like you can receive better help in the future! Filling out the survey is completely voluntary. It will not affect any support you are receiving and no one will mind / be cross with you if you prefer not to take part. The answers you give will be kept private form everyone (even your family, caretaker, social worker, etc). No one will know who you are or what you answered. There are no right or wrong answers to the questions – we want to know what you think and feel. Please try your best to answer every question. In case you have any questions, a researcher is here to help you!

IC. INFORMED CONSENT

IC1. Are you willing to take part in this study? (tick one)

1. Yes ☐   2 No ☐

Continue with the survey   *Thank the child and end the interview*

IC2. Do you have any questions you want to ask before we start?

1. Yes ☐   2 No ☐

Continue with the survey   *Thank the child and end the interview*

A. DEMOGRAPHIC INFORMATION		
A1	**What is your gender?**	1 ☐ Male 2 ☐ Female

	(tick the best answer)	3 ☐ Third gender
A2	**What is your age** (please write on dotted line)	…………………………… (number in years)
A3	**Do you consider yourself to have a disability?** (tick all that apply)	1 ☐ Physical disability 2 ☐ Mental disability 3 ☐ No disability
A4	**Which of the following best describes your ethnicity?** (tick the best answer)	1 ☐ Khmer 4 ☐ Vietnamese 2 ☐ Khmer Loeu 5 ☐ Cham 3 ☐ Chinese Cambodian 6 ☐ Other
A5	**Where does your family come from?**	Town/city and country of origin ……………………………………………….
A6	**Where were you born?**	Town/city and country of birth ……………………………………………….
A7	**What is your religion?** (tick the best answer)	1 ☐ Buddhism 3 ☐ Christianity 2 ☐ Islam 4 ☐ No religion 5 ☐ Other
A8	**How many other people are living in your household?** (write number on dotted line)	…………………………… (Number over 18) …………………………… (Number under 18)
A9	**What best describes your parents' current relationship?** (tick the best answer)	1 ☐ Married 4 ☐ Divorced 2 ☐ Co-habiting 5 ☐ One living parent 3 ☐ Separated 6 ☐ No living parents

B. BACKGROUND IN THE RCI

B1	**Do you know the type of institutional home you were last living in? If so, what was it?** (tick the best answer)	1 ☐ An orphanage or boarding school (15 children or more) 2 ☐ A group home (less than 15 children) 3 ☐ A pagoda 4 ☐ Other 5 ☐ Don't know

B2	**How many different institutional homes have you lived in?** (tick the best answer)	1 ☐ One 4 ☐ Four 2 ☐ Two 5 ☐ Five or more 3 ☐ Three
B3	**Of the following types, what type of institutional homes have you lived in?** (tick all that apply)	1 ☐ An orphanage/boarding school 2 ☐ A group home 3 ☐ A pagoda 4 ☐ Other 5 ☐ Don't know
B4	**Do you remember why you first came to be living in institutional care?** (Choose one or two best answers / or most important reasons)	1 ☐ Lack of money 6 ☐ Caregiver left 2 ☐ Family conflict 7 ☐ Schooling 3 ☐ Parents separated / remarried 4 ☐ Caregiver was sick 8 ☐ I ran away 5 ☐ Caregiver died 9 ☐ Other
B5	**Do you remember how old you were when you first went to live in institutional care?** (please write on dotted line)	………………………………… (number in years)
B6	**How long ago did you leave institutional care?** (please write on dotted line)	………… (days)/……….. (months)………. (years) 99 ☐ I don't know
B7	**Whose decision was it for you to leave?** (tick the best answer)	1 ☐ My own decision 2 ☐ Caregiver at institution decided 3 ☐ My parents/ family decided 4 ☐ My step-parent or members of their family decided 5 ☐ NGO decided 6 ☐ Government social worker decided 7 ☐ Other

B8	**Did you want to leave institutional care?** (tick the best answer)	1 ☐ Yes, I wanted to leave 2 ☐ No, I wanted to stay 3 ☐ I'm not sure
B9	**Why do you think that you left institutional care?** (tick the best answer)	1 ☐ Because I wanted to 2 ☐ Because there was no money left 3 ☐ Because it closed down 4 ☐ Because it was in my best interests (good for me) 5 ☐ Because I'm too old to live there 6 ☐ Because of the reintegration programme 99 ☐ I don't know

C. CURRENT LIVING SITUATION		
C1	**Where are you living now?** (tick the best answer)	1 ☐ Parents' house 2 ☐ With relatives 3 ☐ With step parents 4 ☐ With a new family 5 ☐ By myself 6 ☐ With another teenager (or teenagers) 7 ☐ Other
C2	**Is the family you are living with now the same family you were living with before you went into institutional care?** (tick the best answer)	1 ☐ Yes 99 ☐ I don't know/ not sure 2 ☐ No
C3	**Who takes care of you now?** (tick the best answer)	1 ☐ Both parents 7 ☐ Any other relative 2 ☐ Only my mother 8 ☐ Foster family 3 ☐ Only my father 9 ☐ Caregiver 4 ☐ A step parent 10 ☐ No one 5 ☐ Grandparents 11 ☐ Other 6 ☐ A sibling

C4	**Is the person who takes care of you now, the same person who took care of you before you went into institutional care?** (tick the best answer)	1 ☐ Yes 99 ☐ I don't know/ not sure 2 ☐ No
C5	**How many brothers and sisters do you have?** (please write # on dotted line)	………………………………… (number of brothers) ………………………………… (number of sisters)
C6	**How many of your brothers and sisters live with you now?** (please write # on dotted line)	………………………………….(number of brothers) ………………………………… (number of sisters)
C7	**How many of your brothers and sisters are living in residential care (that you know of)?** (please write # on dotted line)	………………………………… (number of brothers) ………………………………… (number of sisters)

C8	**How often does your household have enough for the following?**				
	A. Food (tick the best answer)	**B. School supplies** (tick the best answer)	**C. Medications** (tick the best answer)	**D. Clothes** (tick the best answer)	**E. Gifts, trips, entertainment** (tick the best answer)
	1 ☐ Never 2 ☐ Rarely 3 ☐ Sometimes 4 ☐ Mostly 5 ☐ Always	1 ☐ Never 2 ☐ Rarely 3 ☐ Sometimes 4 ☐ Mostly 5 ☐ Always	1 ☐ Never 2 ☐ Rarely 3 ☐ Sometimes 4 ☐ Mostly 5 ☐ Always	1 ☐ Never 2 ☐ Rarely 3 ☐ Sometimes 4 ☐ Mostly 5 ☐ Always	1 ☐ Never 2 ☐ Rarely 3 ☐ Sometimes 4 ☐ Mostly 5 ☐ Always

C9	**Can you tell me <u>how many</u> days in the past 7 days (one week) the following things happened?**	
	C9a. I ate at least two meals a day…	0 ☐ 0 days 4 ☐ 4 days

		1 ☐ 1 day	5 ☐ 5 days
		2 ☐ 2 days	6 ☐ 6 days
		3 ☐ 3 days	7 ☐ 7 days
	C9b. I had enough food to eat…	0 ☐ 0 days	4 ☐ 4 days
		1 ☐ 1 day	5 ☐ 5 days
		2 ☐ 2 days	6 ☐ 6 days
		3 ☐ 3 days	7 ☐ 7 days
	C9c. I went to bed hungry…	0 ☐ 0 days	4 ☐ 4 days
		1 ☐ 1 day	5 ☐ 5 days
		2 ☐ 2 days	6 ☐ 6 days
		3 ☐ 3 days	7 ☐ 7 days
C10	**Do you take on chores at home? How many hours of cooking/ cleaning/ childcare or other household chores do you do per day on most days?** (please write on dotted line)	…………………………… (number of hours)	
C11	**How many hours of work for money or any other form of payment did you do last week (or on a typical week)?**	…………………………… (number of hours)	
C12	**How many (if any) days did you attend school last week (or on a typical week)?** (tick the best answer)	0 ☐ 0 (don't attend school) 3 ☐ 3 days 1 ☐ 1 day 4 ☐ 4 days 2 ☐ 2 day 5 ☐ 5 days 6 ☐ 6 days 7 ☐ 7 days	
C13	**How many (if any) days did you attend extra classes last week (or on a typical week)?** (tick the best answer)	0 ☐ 0 (don't attend school) 3 ☐ 3 days 1 ☐ 1 day 4 ☐ 4 days 2 ☐ 2 day 5 ☐ 5 days 6 ☐ 6 days 7 ☐ 7 days	
D. EXPERIENCES OF REINTEGRATION SUPPORT			
D1	**When you moved to this place, were you and your family provided any**	1 ☐ Yes 99 ☐ I don't know/ not sure	

	material support? (i.e. from social worker, government or NGO) (tick the best answer)	2 ☐ No
D2	**If yes, what did this include?** (tick all that apply)	1 ☐ Food 2 ☐ Money 3 ☐ Grant for income generation/livelihood support 4 ☐ School supplies/fees 5 ☐ Support for vocational training 6 ☐ Housing support 7 ☐ Medical costs / supplies 8 ☐ Legal costs / support 9 ☐ Transport support (bicycle, etc) 10 ☐ Other

D3	On a scale of 1 – 9 how valuable do you feel this support was/is to you?								
	1	2	3	4	5	6	7	8	9
	Not at all valuable								Very valuable

D4	**Does anyone come to regularly visit, or check in on you to see how you are? (i.e. social worker, government, NGO, CCWC)** (tick the best answer)	1 ☐ Never 2 ☐ Once or twice 3 ☐ Every few months 4 ☐ Every months 5 ☐ Every week 6 ☐ Every day 99 ☐ I don't know/ not sure
D5	**If so, who was this person?**	1 ☐ Government social worker 2 ☐ Someone from CCWC 3 ☐ Someone from an NGO

		4 ☐ I don't know
		5 ☐ Other
		6 ☐ No one came to visit me

D6	**On a scale of 1 – 9 how valuable do you feel this support was/is to you?**								
	1	2	3	4	5	6	7	8	9
	Not at all valuable								Very valuable

D7	**When you moved to this, were you and/or your family provided any emotional support such as counselling or therapy?** (tick the best answer)	1 ☐ Never 2 ☐ Once or twice 3 ☐ Every few months 4 ☐ Every months 5 ☐ Every week 6 ☐ Every day 99 ☐ I don't know/ not sure

D8	**On a scale of 1 – 9 how valuable do you feel this support was/is to you?**								
	1	2	3	4	5	6	7	8	9
	Not at all valuable								Very valuable

D9	**Was there any support that you feel was missing?** (tick the best answer)	1 ☐ Yes 99 ☐ Don't know/ not sure 2 ☐ No

D10	*(If yes)* **What extra support would you have liked to receive?**	_____

		_____

E. SAFETY

The next questions are a little bit personal – we are only asking them because we want to learn a little bit more about what children and young people experience in their lives. Remember, we will not share you answers with anyone, and there are no right or wrong answers, so please answer these questions honestly and freely.

E1	**Do you feel safe at the place you are living?** (tick the best answer)	1 ☐ Never 4 ☐ Mostly 2 ☐ Rarely 5 ☐ Always 3 ☐ Sometimes
E2	**Do you feel safe in the community where you are living?** (tick the best answer)	1 ☐ Never 4 ☐ Mostly 2 ☐ Rarely 5 ☐ Always 3 ☐ Sometimes
E3	**Do you feel safe at school?** (tick the best answer)	1 ☐ Never 4 ☐ Mostly 2 ☐ Rarely 5 ☐ Always 3 ☐ Sometimes 99 ☐ Not attending school
E4	**Do you feel more or less safe now than you felt in your previous living environment (e.g. RCI)** (tick the best answer)	1 ☐ I feel safer where I am living now 2 ☐ I felt safer where I was living before 3 ☐ I feel the same about my safety 99 ☐ No opinion/ not sure
E5	**Since you have been living here has any person in your home ever hurt you physically (e.g. hit you, kicked you or beat you with an object)?** (tick the best answer)	1 ☐ Never happened 4 ☐ Every week 2 ☐ Happened once or twice 5 ☐ Every day 3 ☐ Every month
E6	**Since you have been living here, has any person in your home caused you injury by doing any of the things mentioned above?** (you can tick more than one box)	1 ☐ Yes, I had to go to the hospital 2 ☐ Yes, the beating caused bleeding 3 ☐ Yes, the beating caused marks or bruises 4 ☐ Yes, the beating made me cry 5 ☐ Yes, the beating made me afraid 6 ☐ No, never

E7	**Since you have been living here, has your parent/ caregiver ever made you feel unloved, unwanted or said they might abandon you?** (tick the best answer)	1 ☐ Never happened 2 ☐ Happened once or twice 3 ☐ Every month	4 ☐ Every week 5 ☐ Every day
E8	**Since you have been living here, have people in your home shouted or hit each other in front of you?** (tick the best answer)	1 ☐ Never happened 2 ☐ Happened once or twice 3 ☐ Every month	4 ☐ Every week 5 ☐ Every day

F. WELLBEING

Please read the following statements and tick (√) the box depending on how much you agree or disagree with each statement.

F1	**At the place I am living now there is a caregiver or some other adult who really cares about me.** (tick the best answer)	1 ☐ Strongly disagree 2 ☐ Disagree 3 ☐ Neutral (neither agree nor disagree) 4 ☐ Agree 5 ☐ Strongly agree
F2	**At the place I am living now there is a caregiver or some other adult who tells me when I do a good job.** (tick the best answer)	1 ☐ Strongly disagree 2 ☐ Disagree 3 ☐ Neutral (neither agree nor disagree) 4 ☐ Agree 5 ☐ Strongly agree
F4	**At the place I am living now there is a caregiver or some other adult who listens to me when I have something to say.** (tick the best answer)	1 ☐ Strongly disagree 2 ☐ Disagree 3 ☐ Neutral (neither agree nor disagree) 4 ☐ Agree 5 ☐ Strongly agree
F5	**On the whole, I feel confident and good about myself.**	1 ☐ Strongly disagree 2 ☐ Disagree 3 ☐ Neutral (neither agree nor disagree) 4 ☐ Agree 5 ☐ Strongly agree
F6	**At times, I think I am no good at all.**	1 ☐ Strongly disagree 2 ☐ Disagree 3 ☐ Neutral (neither agree nor disagree) 4 ☐ Agree 5 ☐ Strongly agree

F7	On the whole, I think I am able to do things as well as other children my age.	1 ☐ Strongly disagree 2 ☐ Disagree 3 ☐ Neutral (neither agree nor disagree) 4 ☐ Agree 5 ☐ Strongly agree
F9	Overall I feel like a failure.	1 ☐ Strongly disagree 2 ☐ Disagree 3 ☐ Neutral (neither agree nor disagree) 4 ☐ Agree 5 ☐ Strongly agree
F10	I have good neighbours or others in the community who really care about me.	1 ☐ Strongly disagree 2 ☐ Disagree 3 ☐ Neutral (neither agree nor disagree) 4 ☐ Agree 5 ☐ Strongly agree
F11	I feel accepted by the community.	1 ☐ Strongly disagree 2 ☐ Disagree 3 ☐ Neutral (neither agree nor disagree) 4 ☐ Agree 5 ☐ Strongly agree

Please read the following statements and tick (√) the box that best describes your experience of each over the last 30 days (4 weeks).

F12	I've been feeling close to people in my home/ living environment.	1 ☐ None of the time 2 ☐ Rarely 3 ☐ Some of the time 4 ☐ Often 5 ☐ All of the time
F13	I've been feeling lonely/ isolated.	1 ☐ None of the time 2 ☐ Rarely 3 ☐ Some of the time 4 ☐ Often 5 ☐ All of the time
F14	I've had someone I could count on to listen to me when I've needed to talk.	1 ☐ None of the time 2 ☐ Rarely 3 ☐ Some of the time

		4 ☐ Often
		5 ☐ All of the time
F15	**I've had someone who understands my problems.**	1 ☐ None of the time
		2 ☐ Rarely
		3 ☐ Some of the time
		4 ☐ Often
		5 ☐ All of the time
F16	**I've had someone to take care of me when I was unwell.**	1 ☐ None of the time
		2 ☐ Rarely
		3 ☐ Some of the time
		4 ☐ Often
		5 ☐ All of the time
F17	**I've had someone to take me to the doctor if I've needed it.**	1 ☐ None of the time
		2 ☐ Rarely
		3 ☐ Some of the time
		4 ☐ Often
		5 ☐ All of the time
F18	**I've had someone to prepare meals for me if I was unable to do it myself.**	1 ☐ None of the time
		2 ☐ Rarely
		3 ☐ Some of the time
		4 ☐ Often
		5 ☐ All of the time
F19	**I've had someone to help me with chores if I was sick.**	1 ☐ None of the time
		2 ☐ Rarely
		3 ☐ Some of the time
		4 ☐ Often
		5 ☐ All of the time
F20	**I've had someone who shows me love and affection.**	1 ☐ None of the time
		2 ☐ Rarely
		3 ☐ Some of the time
		4 ☐ Often
		5 ☐ All of the time
F21	**I've had someone who loves me and make me feel appreciated.**	1 ☐ None of the time
		2 ☐ Rarely
		3 ☐ Some of the time

		4 ☐ Often
		5 ☐ All of the time
F22	**I've had someone who hugs me.**	1 ☐ None of the time 2 ☐ Rarely 3 ☐ Some of the time 4 ☐ Often 5 ☐ All of the time
F23	**I've had someone to do fun things with.**	1 ☐ None of the time 2 ☐ Rarely 3 ☐ Some of the time 4 ☐ Often 5 ☐ All of the time

G. HEALTH OUTCOMES AND COPING		
G1	**How would you rate the current state of your physical health?** (tick the best answer)	1 ☐ Poor 4 ☐ Very good 2 ☐ Fair 5 ☐ Excellent 3 ☐ Good
G2	**How often in the last 30 days have you experienced feelings of depression?** (tick the best answer)	1 ☐ Never 4 ☐ Most days 2 ☐ Once or twice 5 ☐ Every day 3 ☐ Some days
G3	**How often in the last 30 days have you experienced feelings of stress, anger or worry?** (tick the best answer)	1 ☐ Never 4 ☐ Most days 2 ☐ Once or twice 5 ☐ Every day 3 ☐ Some days
G4	**In the last 30 days have you had any thoughts of hurting yourself or that you would be better off dead?** (tick the best answer)	1 ☐ Never 4 ☐ Most days 2 ☐ Once or twice 5 ☐ Every day 3 ☐ Some days
G5	**How often in the last 30 days have you smoked tobacco?** (tick the best answer)	1 ☐ Never 4 ☐ Most days 2 ☐ Once or twice 5 ☐ Every day 3 ☐ Some days
G6	**How often in the last 30 days have you consumed alcohol?** (tick the best answer)	1 ☐ Never 4 ☐ Most days 2 ☐ Once or twice 5 ☐ Every day 3 ☐ Some days
G7	**How often in the last 30 days have you used recreational drugs?** (tick the best answer)	1 ☐ Never 4 ☐ Most days 2 ☐ Once or twice 5 ☐ Every day 3 ☐ Some days

G8	**How often in the last 30 days have you gambled?** (tick the best answer)	1 ☐ Never 4 ☐ Most days
		2 ☐ Once or twice 5 ☐ Every day
		3 ☐ Some days

This is the end of the survey - thank you for your time and participation!

We are very grateful to you for sharing your experiences and views with us, especially on personal topics. We hope what we have learned from you can help us to improve support for children in the future.

Survey on Caregiver's Experience of Reintegration Support

Survey on Caregivers' Experience of Reintegration Support in Cambodia

To be completed by enumerator <u>before</u> distribution

Number:	Date:	Enumerator ID:	District, Province	Accessed through:
	DD / MM / 2017			
Child reintegrated from (name and type of institution):			Reintegration support provided by (position and institution):	

To be conducted with caregivers responsible for looking after reintegrated children

INTRODUCTION
Please introduce survey to caregivers using the following script: You are invited to take part in a survey. The survey is being carried out by UNICEF and Coram International, an international charity supporting children and young people.
The survey is an opportunity for us to learn about the services and support available to help young people who have been separated from their homes and families in the past and the caregivers who are responsible for looking after them. We want to learn about your experiences, what has been helpful for you, and how things could be improved, so that children like you can receive better help in the future!
Filling out the survey is completely voluntary. It will not affect any support you are receiving and no one will mind / be cross with you if you prefer not to take part. The answers you give will be kept private form everyone (including the child you are looking after). No one will know who you are or what you answered. There are no right or wrong answers to the questions – we want to know what you think and feel.
Please try your best to answer every question. In case you have any questions, a researcher is here to help you!

IC. INFORMED CONSENT

IC1. Are you willing to participate in this study? (tick one)

1. Yes ☐   2. N☐

Continue with the survey   *Notify the person who gave you the survey*

IC2. Do you have any questions before we start?

1. Yes ☐   2. N☐

Continue with the survey   *Notify the person who gave you the survey*

A.   DEMOGRAPHIC INFORMATION

A1	**Which of the following best describes your gender?** (tick the best answer)	1 ☐ Male 2 ☐ Female 3 ☐ Third gender
A2	**How old are you?** (please write on dotted line)	…………………………. (number in years)
A3	**Do you have a disability?** (tick all that apply)	1 ☐ Physical disability 2 ☐ Mental disability 3 ☐ No disability
A4	**Which of the following best describes your ethnicity?** (tick the best answer)	1 ☐ Khmer 4 ☐ Vietnamese 2 ☐ Khmer Loeu 5 ☐ Cham 3 ☐ Chinese Cambodian 6 ☐ Other
A5	**Where were you born?**	Town/city and country of origin ……………………………………………
A6	**Where are you living now?**	Village/town/city and province where living ……………………………………………
A7	**What is the highest level of education that you have completed?** (tick the best answer)	1 ☐ Primary school 4 ☐ University degree 2 ☐ Secondary school 5 ☐ Other 3 ☐ Technical degree 6 ☐ None completed
A8	**How many other people are living in your household?** (write number on dotted line)	…………………………. (Number over 18) …………………………. (Number under 18)
A9	**How many of the children (under 18) living in your household are your own biological children?** (write number on dotted line)	………………… (Number of biological children)
A10	**How many of the children (under 18) living in your household have been in residential care in the past?** (write number on dotted line)	………………………… (Number of children)
A11	**Are you married, or were you ever married in the past?** (Probe to find out respondents' marital status)	1 ☐ Married 4 ☐ Divorced 2 ☐ Co-habiting 5 ☐ Widowed

		3 ☐ Separated 6 ☐ Single
A12	**What is your 'role' in the household?** (tick all that apply)	1 ☐ Income generator (working for money) 2 ☐ Domestic work 3 ☐ Neither
A13	**(If you have a job) How much income do you earn per week?**	………………………… Riel per week
A14	**How much income does your family earn per week?**	………………………… Riel per week
A15	**What is your family's 'poor ID' status?** (tick the best response)	1 ☐ ID Poor 1 2 ☐ ID Poor 2 3 ☐ No card
A16	**Which best describes your family's main source of income / livelihood?** (tick all that apply)	1 ☐ Agriculture (small hold) 2 ☐ Agriculture, forestry, fishing (large scale) 3 ☐ Professional (salaried employee) 4 ☐ Manufacturing (factory worker) 5 ☐ Service job / hospitality 6 ☐ Construction 7 ☐ Casual labourer (temporary/daily work) 8 ☐ Other
B. RELATIONSHIP WITH REINTEGRATED CHILD/CHILDREN		
B1	**How long ago was the child, 'X', reunified with you?** (tick the best answer)	………… (days)/……….. (months)……… (years)
B2	**Which best describes your relationship with the child?** (tick the best answer)	1 ☐ Mother 7 ☐ Foster parent 2 ☐ Father 8 ☐ Caregiver 3 ☐ Step parent 9 ☐ Other 4 ☐ Grandparent 5 ☐ Sibling

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		6 ☐ Other relative
B3	**Has the child ever lived with you before?** (tick the best answer)	1 ☐ Yes 2 ☐ No
B4	**What type of institutional homes did the child live in prior to coming to live in your home?** (tick all that apply)	1 ☐ An orphanage (*home with more than 15 children*) 2 ☐ A group home (*home with 15 or fewer children*) 3 ☐ A boarding school 4 ☐ A pagoda 5 ☐ Other 6 ☐ I don't know
B5	**How many different institutional homes has the child lived in?** (tick the best answer)	1 ☐ One 4 ☐ Four 2 ☐ Two 5 ☐ Five or more 3 ☐ Three 6 ☐ I don't know
B6	**Why was the child placed in institutional care?** (Choose one or two best answers / or most important reasons)	1 ☐ Lack of money 6 ☐ Caregiver left 2 ☐ Family conflict 7 ☐ Schooling 3 ☐ Parents separated / remarried 4 ☐ Caregiver was sick 8 ☐ Behaviour problems 5 ☐ Caregiver died 9 ☐ Other 10 ☐ I don't know
B7	**How old was the child when he/she first went to live in institutional care?** (please write on dotted line)	…………………………………. (number in years)
B8	**Whose decision was it for the child to be reunified?** (tick the best answer)	1 ☐ The child's own decision 2 ☐ The caregiver at the institution decided

		3 ☐ My own decision
		4 ☐ (If not a parent) The child's parent / family's decision
		5 ☐ NGO decided
		6 ☐ Government decided
		7 ☐ Other
B9	**Why do you think the child left institutional care?** (tick the best answer)	1 ☐ Because he/she wanted to 2 ☐ Because there was no money left 3 ☐ Because it closed down 4 ☐ Because it was in his or her best interests (for his or her own good) 5 ☐ Because he / she was too old to live there 6 ☐ Because of the reintegration programme 99 ☐ I don't know

C. EXPERIENCES OF REINTEGRATION SUPPORT		
C1	**Has the child or your family been provided with any material support? (i.e. from social worker, government or NGO)** (tick the best answer)	1 ☐ Yes 99 ☐ I don't know/ not sure 2 ☐ No
C2	**If yes, what did this include?** (tick all that apply)	1 ☐ Food 2 ☐ Money 3 ☐ Grant for income generation/livelihood support 4 ☐ School supplies/fees 5 ☐ Support for vocational training 6 ☐ Housing support 7 ☐ Medical costs / supplies 8 ☐ Legal costs / support 9 ☐ Transport support (bicycle, etc) 10 ☐ Other
C3	**If so, who was this person?**	1 ☐ Government social worker

		2 ☐ Someone from CCWC
		3 ☐ Someone from an NGO
		4 ☐ I don't know
		5 ☐ Other
		6 ☐ No one provided material support to me/my child

C4 — On a scale of 1 – 9 how valuable do you feel this support was/is to you/ the child?

1	2	3	4	5	6	7	8	9
Not at all valuable								Very valuable

C5 — How often does somebody come to visit, or check in on the child? (i.e. social worker, government, NGO, CCWC)?

(tick the best answer)

1 ☐ Never

2 ☐ Once or twice

3 ☐ Every few months

4 ☐ Every months

5 ☐ Every week

6 ☐ Every day

99 ☐ I don't know/ not sure

C6 — If so, who was this person?

1 ☐ Government social worker

2 ☐ Someone from CCWC

3 ☐ Someone from an NGO

4 ☐ I don't know

5 ☐ Other

6 ☐ No one came to visit me (my child)

C7 — On a scale of 1 – 9 how valuable do you feel this support was/is to you and/or the child?

1	2	3	4	5	6	7	8	9

	Not at all valuable								Very valuable

C8	**Has the child / your family been provided with any emotional support such as counselling or therapy?** (tick the best answer)	1 ☐ Never 2 ☐ Once or twice 3 ☐ Every few months 4 ☐ Every months 5 ☐ Every week 6 ☐ Every day 99 ☐ I don't know/ not sure

C9 — On a scale of 1 – 9 how valuable do you feel this support was/is to you and/or the child?

1	2	3	4	5	6	7	8	9
Not at all valuable								Very valuable

C10	**Have you been helped by social workers / NGOs to prepare for the reunification?**	1 ☐ Yes 99 ☐ I don't know/ not sure 2 ☐ No

C11	**Have you received classes, coaching, training or advice on parenting or childcare?** (tick the best answer)	1 ☐ Never 2 ☐ Once or twice 3 ☐ Every few months 4 ☐ Every months 5 ☐ Every week 6 ☐ Every day 99 ☐ I don't know/ not sure
C12	**On a scale of 1 – 9 how valuable do you feel this support was/is to you?**	

	1	2	3	4	5	6	7	8	9
	Not at all valuable								Very valuable

C13	**Was there any support that you wanted or would have benefited from that you feel was missing?** (tick the best answer)	1 ☐ Yes 99 ☐ Don't know/ not sure 2 ☐ No
C14	*(If yes)* **What extra support would you have liked to receive?**	_____ _____

Annex 8: Ethical Guidelines

Coram International: Ethical Guidelines for Field Research

Each research project carried out by Coram International should be ethically reviewed and Guidelines should be developed that are tailored and relevant to each piece of research. The reason for this is that different types of research will raise unique, context-specific ethical issues and it will be necessary to identify and address these issues on a project-specific basis. However, these Guidelines should be applied when carrying out all project-specific ethical reviews. These guidelines are compliant with UNEG and UNICEF norms and standards.

1. Application of Ethical Guidelines

The Ethical Guidelines will apply to all field research carried out by Coram International and organisations and individuals carrying out research on behalf of Coram International. The Guidelines will not apply to the consideration and selection of research projects. They will apply to: methodology selection and design; the design of data collection tools; the collection, storage, collation and analysis of data; and the publication of research.

2. Ethics review

All research project methodologies and data collection, collation and analysis tools must be approved by the Director, International and Research or the Legal Research and Policy Manager, before they are deployed. The Professional Director or Legal Research and Policy Manager will review the methodologies and tools in light of these Guidelines and best practice, and make revisions accordingly, which will then be incorporated into revised methodologies and tools.

3. Selecting researchers

Coram International will ensure that all external researchers have the necessary experience to carry out the research required. Where necessary, training will be provided to external researchers by Coram International staff on these guidelines and best practice issues for carrying out the relevant research.

4. Guiding principles

All research projects will be subject to the following ethical principles.

4.1. Do no harm and best interests of the child

It is of paramount importance that Researchers protect the physical, social and psychological wellbeing, and the rights, interests and privacy of research participants. The welfare and best interests of the participants will be the primary consideration in methodology design and data collection. All research will be guided by the UN Convention on the Rights of the Child, in particular Article 3.1 which states: "In all actions concerning children, whether undertaken by public or private social welfare institutions, courts or legislative bodies, the best interests of the child shall be a primary consideration."

It is the obligation of the Researcher to identify and avoid harmful effects. If Researchers identify that they are causing harm to a participant/s, the research must be stopped.

Particular care will be taken to ensure that questions are asked sensitively and in a child-friendly, manner that is appropriate to the age, gender, ethnicity and social background of the participants. Clear language will be used which avoids victimisation, blame and judgement. Where

it is clear that the interview is having a negative effect on a participant, the interview will be stopped. Any child protection concerns will be identified and dealt with appropriately (see 4.8, below).

Children will be provided with the opportunity to participate in data collection with a trusted adult or friend if this would make them feel more at ease. Researchers should identify staff at institutions (e.g. schools, community groups, detention centre staff) that are available to accompany participants, if requested.

Interviews may cover particularly sensitive or traumatic material, and it is important to ensure that participants feel empowered and not solely like victims. Interviews should finish on a 'positive or empowering note' (e.g. through asking questions about what would improve the situation of children in the relevant study sample). This will help to ensure that children do not leave the interview focusing on past experiences of abuse. Where children reveal past experiences of violence or abuse, researchers will convey empathy, but will not show shock or anger, as this can be harmful to children who have experienced violence.

4.2 Data collection must be necessary

It is important to ensure that unnecessary intrusion into the lives of participants is avoided. Researchers must ensure that the data being collected is necessary to address the research questions specific to each project. Data collection for extraneous purposes must be avoided.

Where possible and appropriate, participants may be provided with material incentives to compensate them for time spent contributing to the research.

4.3 Researchers must not raise participants' expectations

Researchers must carefully explain the nature and purpose of the study to participants, and the role that the data will play in the research project. Participants should also be informed that the purpose of the Researcher's visit is not to offer any direct assistance. This is necessary to avoid raising expectations of participants that the Researcher will be unable to meet.

4.4 Ensuring cultural appropriateness

Researchers must ensure that data collection methods and tools are culturally appropriate to the particular country, ethnic, gender and religious context in which they are used. Researchers should ensure, where possible, that data collection tools are reviewed by a researcher living in the country context in which research is taking place. Where possible, data collection tools should be piloted on a small sample of participants to identify content that lacks cultural appropriateness and adjustments should be made accordingly.

4.5 Voluntary participation

Researchers must ensure that participation in research is on a voluntary basis. Researchers will explain to participants in clear, age-appropriate language that participants are not *required* to participate in the study, and that they may stop participating in the research at any time. Researchers will carefully explain that refusal to participate will not result in any negative consequences. Incentives may be provided; however, researchers must ensure that these would not induce participants to participate where doing so may cause harm.

4.6 Informed consent

At the start of all data collection, research participants will be informed of the purpose and nature of the study, their contribution, and how the data collected from them will be used in the study, through

an information and consent form, where possible and where this would be appropriate and not intimidating for young people. The information and consent form should explain, in clear, age appropriate language, the nature of the study, the participant's expected contribution and the fact that participation is entirely voluntary. Researchers should talk participants though the consent form and ensure that they understand it. Where possible and appropriate, parents / carers should also sign an 'information and consent form'. The needs for this will depend on the age and capacity of participants. Where possible, parental consent should be obtained for all children aged under 13 years. For children aged over 13, the decision on whether consent from parents / carers is needed will be made on a case-by-case basis, depending on the nature and context of the research and the age and capacity of participants.

Where it is not possible for the participant to sign an information and consent form (e.g. due to illiteracy), researchers will explain the nature and purpose of the study, the participant's expected contribution, and the way the data they contribute will be used and request the verbal consent of the participants to conduct research and then record that permission has been granted. Special effort must be made to explain the nature and purpose of the study and the participant's contribution in clear, age-appropriate language. Researchers will request the participant to relay the key information back to them to ensure that they have understood it. Participants will also be advised that the information they provide will be held in strict confidence (see below, 4.6).

Special care must be taken to ensure that especially vulnerable children give informed consent. In this context, vulnerable children may include children with disabilities or children with learning difficulties or mental health issues. Informed consent could be obtained through the use of alternative, tailored communication tools and / or with the help of adults that work with the participants.

4.7 Anonymity and confidentiality

Ensuring confidentiality and anonymity is of the upmost importance. The identity of all research participants will be kept confidential throughout the process of data collection as well as in the analysis and writing up study findings. The following measures will be used to ensure anonymity:

- Interviews will take place in a secure, private location (such as a separate room or corner or outside space) which ensures that the participant's answers are not overheard;
- Researchers will not record the name of participants and will ensure that names are not recorded on any documents containing collected data, including on transcripts of interviews and focus group discussions;
- Researchers will delete electronic records of data from personal, unprotected computers;
- CCLC will store all data on a secure, locked server, to which persons who are not employed by the Centre cannot gain access. All employees of the CCLC, including volunteers and interns, receive a criminal record check before employment commences; and
- Research findings will be presented in such a way so as to ensure that individuals are not able to be identified.

All participants will be informed of their rights to anonymity and confidentiality throughout the research process. Participants should be informed where it is possible that their confidentiality will be compromised. This may occur where, in a particular, named setting, the background information relating to a participant may make it possible for them to be identified even where they are not named.

4.8 Addressing child protection concerns

During the data collection process (e.g. in individual interviews and also possibly group interviews), participants may disclose information that raises child protections concerns (i.e. information

indicating that they are currently at risk of or are experiencing violence, exploitation or abuse). Prior to the data collection taking place, researchers should be provided with copies of the child protection policies and procedures of each institution from which participants are recruited (i.e. schools, community groups, detention facilities) and should familiarise themselves with child protection referral mechanisms and child protection focal points.

In the event that the child interviewee reveals that they are at high risk of ongoing or immediate harm, or discloses that other children are at high risk of ongoing or immediate harm, the researcher will prioritise obtaining the child's informed consent to report this information to the appropriate professional as set out in the child protection policy, or, in the absence of such a policy, the person with authority and professional capacity to respond. If the child declines, the researcher should consult with an appropriate designated focal point, as well as the lead researcher and other key persons in the research team (on a need to know basis), concerning the appropriate course of action in line with the child's best interests. If a decision is made to report this information to the designated professional, the child interviewee is carefully informed of this decision and kept informed of any other key stages in the reporting and response process.

In some cases, it will be more likely that child protection concerns may arise. Where this is the case, Researchers should ensure that research is carried out with a social or support worker who is able to give assistance and advice to the participant where necessary.

4.9 Ensuring the physical safety and well-being of researchers and participants

Researchers must ensure that data collection takes place in a safe environment. Participants will always be interviewed with at least two persons present (two researchers; one researcher and one translator; one researcher and a social worker; or one researcher and a note taker).

Researchers will be provided with a Code of Conduct, attached to each contract of employment.

Annex 9: Literature Review and References

Literature Review

Sexual exploitation and trafficking for the purposes of sexual exploitation

Atwell, Maureen, 'Combating American Child Sex Tourism in Cambodia under the 2003 U.S. Protect Act Notes and Comments.' *Wisconsin International Law Journal*, vol. 26, 2009-2008, pp. 163–88.

Paper summary:

Legal analysis which focuses specifically on how American child sex tourists in Cambodia are apprehended and prosecuted under the Protect Act 2003.

Paper conclusions:

"The success of Cambodian and U.S. campaigns against child sex tourism is evident not only in prosecutions, but in prevention. Internet watch groups report that Cambodia is the subject of much discussion among paedophile support groups in the United States and that would-be child sex tourists are being deterred from visiting Cambodia." In the words of one paedophile support group member, 'the crackdown is reaching far beyond [Siem Reap] and [Phnom Penh]. They are going for 100 [percent] zero tolerance in Cambodia and the world.'

American sex offenders are attracted to Cambodia because they feel they can easily find victims and stand a low chance of being prosecuted for their crimes. Currently, Cambodia's corrupt judicial system and limited resources prevent Cambodia from being able to prosecute these offenders in Cambodia. U.S. citizens account for approximately thirty eight percent of the child sex tourists in Cambodia. By passing the Protect Act in 2003, U.S. legislators recognized that the U.S. government must take steps toward preventing and punishing this behaviour by U.S. citizens.

The implementation of the Protect Act has been extremely successful in terms of investigating, apprehending and prosecuting American offenders; however, as more offenders are apprehended and charged with child sex tourism, bringing all cases occurring in Southeast Asia to trial in Guam could go far towards improving the effectiveness and cost of prosecuting these crimes."

Chan, Isabelle, 'Addressing Local Demand for Commercial Sex with Children In Cambodia: A Recommended Strategy for ECPAT-Cambodia', Harvard Kennedy School of Government / ECPAT, n.p., March 2010.

Paper summary:

"This Policy Analysis Exercise sheds light on the issue of local demand for commercial sex with children under 18 in Cambodia. Through its findings, this PAE informs current trafficking and commercial sexual exploitation programming in Cambodia and recommends a strategy for ECPAT-Cambodia, the client of this Policy Analysis Exercise, on how to address local demand for commercial sex with children."

Methods:

- Comprehensive literature review of available studies and reports on local demand and related subjects; and
- Meetings with 37 experts and local stakeholders, and two small, non-nationally representative surveys with 47 Cambodian men and 46 former girl sex workers in Phnom Penh.

Survey findings:

Regarding the former female child sex workers survey, the 46 respondents ranged from under 15 to 17. For the whole sample, the average age of first paid sexual intercourse was 10, however the four girls in the sample who were under 15 reported an average age of 10.8 for first paid intercourse. 97.7 per cent of the female former child sex workers reported that their usual customers were Cambodian men, rather than foreign tourists.

Regarding the men's survey, 26.5 per cent (of the 34 respondents who answered the question from the original sample of 47) admitted to having purchased sex with a sex worker under 18 and an additional 41.2 per cent answered that the youngest sex worker they had been with was 18. The age group of men most likely to report purchasing sex with a sex worker under 18 were men aged 41-59 (33.3 per cent responding yes) compared to men aged 26-40 (26.3 responding yes) and 18-25 (16.7 per cent responding yes).

Key conclusions:

"1) The virginity trade is an important factor of local demand in Cambodia;
2) Local demand accounts for the majority of demand for commercial sex with children
under 18 in Cambodia;
3) Local demand for commercial sex with children under 18 is not limited to preferential
buyers, such as virginity-seekers or paedophiles;
4) The enabling environments of corruption and weak law enforcement, gender
inequality and sexual norms, and lack of sexual education in schools and
communities facilitate the sexual exploitation of children under 18;
5) While there has been increasing attention on local demand, research gaps remain; and
6) While some NGOs recognize the role of local demand, most continue to address commercial sexual exploitation of children by focusing on trafficking and international sex tourists. In addition, efforts to address local demand lack systematization."

Curley, Melissa, 'Combating Child Sex Tourism in South-East Asia: Law Enforcement Cooperation and Civil Society Partnerships', *Journal of Law and Society*, vol. 41, no. 2, June 2014, pp. 283–314.

Methods:

Legal analysis.

Paper summary:

"This article explores the utility of partnerships between local and international law enforcement agencies and NGOs to facilitate prosecution in the jurisdiction of the offence. Through a case study of Cambodia, the article argues that such partnership arrangements provide the resources and integration required to enable sexual offences against children, by foreign offenders, to be prosecuted. NGOs undertake complex strategies to address the immediate needs of exploited children, while seeking to maintain their capacity to influence government policy. The risks, challenges, and sustainability of such partnerships are discussed, along with wider implications for South-east Asia."

Davy, Deanna, 'Understanding the Complexities of Responding to Child Sex Trafficking in Thailand and Cambodia', *International Journal of Sociology and Social Policy*, vol. 34, no. 11/12, October 2014, pp. 793–816.

Methods:

Qualitative:

- Semi-structured interviews "The methodology for this research consisted of 22 semi-structured interviews with anti-child trafficking experts in Thailand and Cambodia, in addition to field observations in various child sex tourism hubs in Southeast Asia."

Findings:

"The complexities of the child sex trafficking problem in Thailand and Cambodia are discussed as well as analysis of the internal and inter-agency barriers faced by the organisations that seek to combat child sex trafficking. The research finds that, due to limitations in donor funding, anti-trafficking organisations face difficulties in effectively responding to all aspects of the child sex trafficking problem. The recommendation is made for improved advocacy networking against this transnational crime. Recent success stories are highlighted."

Keane, Katherine, 'Street-Based Child Sexual Exploitation in Phnom Penh and Sihanoukville: A Profile of Victims,' *Action pour les Enfants (APLE)*, n.p., October 2006.

Research aim:

The research aimed to ascertain which children are becoming victims of street-based sexual exploitation and what factors influence their exposure to that exploitation.

Methods:

"Research was conducted through interviews in Phnom Penh and Sihanoukville with 26 child victims of street-based sexual exploitation and civil society personnel experienced in working with such children; case studies; and a literature review. The majority of children interviewed were male, reflecting APLE's experience that 80 per cent of child victims of street-based sexual exploitation are male."

Key findings:

"Victims of street-based child sexual exploitation were found to share certain common
backgrounds and experiences: stressors in the family environment – alcoholism, domestic violence, single parent families, debts and migration from rural to city areas.

Low level family incomes or no incomes; no education or low level education among both parents and victims (enrolment and achievement levels well below the national average for Cambodian children); often a street working or street living lifestyle; peers engaging in similar high risk behaviour (100 per cent of child victims interviewed had friends who had also been sexually exploited)."

Hilton, Alastair, 'I Thought It Could Never Happen to Boys; Sexual Abuse and Exploitation of Boys in Cambodia, An Exploratory Study.' Hagar/World Vision Cambodia, n.p., January 2008.

Summary:
"This report presents research about the sexual abuse and exploitation of boys and young men in Cambodia. A team and capacity-building model was developed and research carried out in three provinces, Phnom Penh, Sihanoukville and Battambang, from April to June 2007."

Methods:

Qualitative semi-structured interviews and focus groups. "In total, 40 boys and young men had the opportunity to share their views and experiences. In addition, the research team met with more than 100 staff from a range of NGOs and service providers, including social workers, counsellors, carers, managers, team leaders, directors and lawyers. Prior to this study, there had not been any other specific research focusing on the sexual abuse of boys in Cambodia."

Key findings:

The interviews and focus groups uncovered a number of vulnerability factors:

"Underlying vulnerability factors:

• Neglect and emotional abuse;
• Physical and sexual abuse;
• Family problems, including domestic violence and family breakdown;
• Poverty and powerlessness;
• Lack of education and opportunities for sustainable income;
• Alcohol or drug misuse within families;
• Low awareness of sexual issues and protective knowledge;
• Perceptions of boys as invulnerable and not able to be abused;
• Perceptions and myths perpetuating beliefs that abuse of boys is neither serious nor harmful.

Immediate vulnerability factors:

• Attention from potential abusers is attractive and effective;
• Poverty and powerlessness;
• Street-based lifestyles and/or homelessness;
• Disengagement from or lack of access to education;
• Low self-esteem and expectations;
• Drug misuse and addictions;
• Peers' involvement in sexual exploitation;
• Confusion related to sex, sexuality and identity;
• Social support in relation to sexual abuse that fails to understand their situation or meet their needs."

Miles, Glenn, and Heather Blanch, 'What about Boys? An Initial Exploration of Sexually Exploited Boys in Cambodia', Third Annual Interdisciplinary Conference on Human Trafficking, University of Nebraska, Lincoln, 2011.

Methods:

Quantitative Survey of 45 men drawn from the employees of 6 massage parlours in Phnom Penh. The ages of the respondents ranged from age 18 to 30. Most estimated the age that they began working as a masseur as between ages 17 and 30. However, the researchers suspect that the respondents may not have been providing an accurate estimate, due to an awareness of the legal age requirements in their industry.

Key findings:

• 70 per cent of respondents had prior history of sexual abuse as a child;
• A lack of skills and job training may contribute to young men's vulnerability to entering the sex industry.

Perry, Kelsey McGregor, and Lindsay McEwing, 'How Do Social Determinants Affect Human Trafficking in Southeast Asia, and What Can We Do About It? A Systematic Review', *Health and Human Rights*, vol. 15, no. 2, 2013, pp. 138–59.

Methods:

Systematic review: "five independent researchers reviewed 1,148 articles from the past ten years (2001–2011). After three phases of independent review, they selected and analysed 61 articles to identify the determinants that impact trafficking of women and children in Southeast Asia."

Results:

"Key social determinants that facilitate trafficking include poverty, female gender, lack of policy and enforcement, age, migration, displacement and conflict, ethnicity, culture, ignorance of trafficking methods, and caste status. Conversely, protective determinants that mitigate trafficking include formal education, citizenship, maternal education, higher caste status, and birth order. Recommendations relating to a variety of the determinants are identified and discussed in detail."

Conclusions:

"Social determinants are central to the processes that mitigate and facilitate the sale and exploitation of women and children in Southeast Asia. Specifically, the facilitation of education and empowerment, along with the creation and enforcement of effective policies, could lessen the vulnerability of women and children to modern-day slavery."

Rafferty, Yvonne, 'Children for Sale: Child Trafficking in Southeast Asia', *Child Abuse Review*, vol. 16, no. 6, Nov. 2007, pp. 401–22.

Paper summary:

"The paper provides an overview of child trafficking in Southeast Asia. It highlights human rights and international laws relevant to this egregious form of child abuse. It describes the experiences of the young victims and the consequences for their physical and emotional well-being. It reviews the risk factors at the level of the community setting (poverty and economic inequality), the child and his/her family (gender, age, race/ethnicity, family functioning, education) and broader contextual variables at the macro level (gender inequality and discrimination, demand factors). Finally, it presents recommendations for legal and policy initiatives to cease the sale and exploitation of children."

Risk factors discussed are:

- Poverty and economic inequality;
- Child and family risk factors:
  - Gender
  - Family size and birth order of child (elder children are at a greater risk);
- Foreign demand for trafficked children.

Orphanage tourism

Better Care Network and Save the Children, 'Better Volunteering, Better Care - International Volunteering in Residential Care Centres', 2014.

Methods:

Qualitative interviews: "Between March and June 2014, over 100 interviews were conducted with actors connected with the arenas of child protection and volunteer travel. This included writers and bloggers, faith organisations working with mission teams, individuals involved in employee volunteering initiatives in Corporate Social Responsibility departments, academics, educators and trainers, and non-governmental organisations (NGO) and international NGOs. These individuals (their names and organisations are listed at the end of this report) were consulted on their experiences in, and their opinions on, international volunteering in residential care centres. Some individuals requested that their contributions remain anonymous due to the sensitivity of the subject matter. For consistency, all quotations within this study have thus been presented anonymously."

Conclusions:

"It is not the purpose of this study to make recommendations for change, but rather to present an overview of volunteering in residential child care facilities as informed by a range of key literature and industry experts. However, it is worth noting, that as shown in this study, concerns about volunteering in residential care centres and "orphanage tourism" have been raised for over 5 years, with little coordinated response. In addition, the majority of informants referred to a lack of understanding around child rights and child protection as being one of the key factors driving the growth of residential care and the growth of volunteering in such settings. As such, it is hoped that this project might

be a step towards bridging the information gap between the actors working for change and those they are hoping to influence."

Guiney, Tess., and Mary Mostafanezhad, 'The Political Economy of Orphanage Tourism in Cambodia', *Tourist Studies*, vol. 15, no.2, 2015, pp. 132–155.

Methods:

Qualitative: "This article is based on four months of multi-sited ethnographic research in 2011 and 2012, combining semi-structured interviews with participant observation […]. Research for this article includes 86 participants at 53 orphanages (or residential care centres) including 43 staff members (including founders, managers, directors, or volunteer/communications liaisons), 36 international volunteer tourists, two representatives from NGOs that provide education to orphans and one state-run orphanage staff member."

Conclusions:

"Returning to the field in 2012, one year after the initial interviews, it was apparent that the anti-orphanage tourism campaigns had a significant impact on orphanage tourism. Several orphanage directors complained that no UNICEF or Friends International representatives had contacted them while they conducted their research or to discuss their conclusions and intentions regarding orphanages and orphanage tourism."

"In the case of Friends International's anti-orphanage tourism campaign, he noted how orphanages were being left out of the debate. David is concerned that children might be blamed for or suffer due to the reduced income from donations. Graham, an orphanage director in Takeo, noted a 20 per cent reduction in funding (especially finding new donors) as well as a massive dip in volunteers between January and March 2012, although it is unclear whether this was due to the Friends International campaign released in late 2011 or the global financial crisis."

"A number of orphanage managers/directors interviewed have grave concerns that UNICEF is seeking to eventually close all Cambodian orphanages."

Reas, Penelope J., 'Boy, Have We Got a Vacation for You: Orphanage Tourism in Cambodia and the Commodification and Objectification of the Orphaned Child', *Thammasat Review*, vol. 16, no. 1, 2013, pp. 121–139.

Methods:

Theoretical paper but the paper also draws on qualitative interviews and a narrative literature review.

Conclusions:

"The current practice of locating tourism alongside the very real requirements of Cambodia's poor children demands further analysis because, from whichever angle the orphanage experience is viewed, it does represent, just like the mainstream holiday, "a leisurely and discretionary choice for the economically privileged" (Halnon 2002: 510) This paper allowed only the briefest of tours around this argument."

Alternative care

Child Rights Community of Practice (COP), 'ACFID Position Paper - Residential Care and Orphanages in International Development*',* December 2016,
<https://acfid.asn.au/sites/site.acfid/files/resource_document/ACFID%20Position%20Paper%20-%20Residential%20Care%20and%20Orphanages%20in%20International%20Development.pdf>, accessed 23 October 2017.

Paper summary:

"The paper introduces the Australian Council for International Development's position on the appropriate use of residential care within international development programmes. This position is informed by the UN Convention on the Rights of the Child (CRC), the UN Guidelines on the Alternative Care of Children and over 60 years of global research into the effects of institutionalisation on children and care leavers.

The paper looks in brief at the risks to children associated with residential care, and outlines the global situation in which an estimated eight million children are living in residential care centres worldwide, 80 per cent of whom have one or both parents living. The paper explores statistics and the associated research which demonstrates that the current use of residential care is not limited to children who lack appropriate adult caregivers; rather, it is being used to address a complex set of issues affecting families, largely related to poverty and access to primary services. It highlights the responsibility of the international aid sector to look more critically at the disparity between the needs and rights of

children and calls for a review of the current allocation of resources and provision of services in light of the risks of harm associated with residential care.

The paper is designed to put forward a clear position on the use of residential care in international development programmes that is aligned with the key international treaties and guiding instruments pertaining to child rights and children out of parental care. It seeks to inform the practice of both Australian Council for International Development member organisations and Australian-based non-member organisations, as well as to underpin advocacy undertaken by Australian Council for International Development and its member agencies."

Friends International, 'Myths and Realities of Orphanages in Cambodia', 2011, <www.sunshinecambodia.org/docs/myths_realities.pdf>, accessed 23 October 2017.

This document is part of an awareness campaign by Friends International. Its aim is to "to inform and educate visitors about the situation of vulnerable children and the orphanage industry in Cambodia."

KCD-Hart Fellows Program Collaboration, 'Explaining the Continued Presence of Orphanages in Cambodia', Battambang, Cambodia, 2012, <http://bettercarenetwork.org/sites/default/files/attachments/Explaining%20the%20Continued%20Presence%20of%20 Orphanages%20in%20Cambodia.pdf>, accessed 23 October 2017.

Methods:

Qualitative: semi structured interviews with ten directors of alterative care institutions and one semi-structured interview with a social worker who had worked at an alternative care institution.

Conclusions:

"In conclusion, the data obtained from ten Battambang institutions appears to confirm the UNICEF study that the majority of children in institutional care are not double orphans. While many of the participating institutions established before 2002 were founded specifically to meet the needs of *orphans* in the community, the needs of the community have since changed, and older institutions have adapted to meet the current needs of children who are not orphans. Abject poverty and the inability of parents/families to ensure proper access to food, healthcare, and education, have resulted in institutions accepting children from poverty-stricken households, in addition to orphans, sexually-trafficked children, victims of domestic violence, HIV positive children, etc. Specifically, directors identified education as an important reason why nonorphaned children are sent to live in institutions: many parents recognize the importance of an education (in addition to other basic needs, such as healthcare) and send children to institutions where they believe they will have a better life. Some of these institutions strongly resemble boarding schools, where the primary goal is to provide the best possible primary and secondary education for vulnerable communities; children who come to live in these institutions maintain a close relationship with their families and communities. These institutions would do well to redefine themselves as MoSVY and UNICEF investigate the legitimacy of *orphanages* in the country."

Kingdom of Cambodia, Policy on Alternative Care for Children', *WHO MiNDbank Collection*, April 2006, <www.mindbank.info/item/5509>, accessed 23 October 2017.

Summary:

"This policy document first introduces some of the concepts in alternative care (Chapter II) before defining the different forms of care as they are understood by the partners working in Cambodia (Chapter III). The internationally accepted principles informing alternative care intervention in the country are laid out (Chapter IV) followed by the main features of the Royal Government general policy (Chapter V). The following chapter (Chapter VI) of the document is devoted to specific objectives in relation with the different types of alternative care and vulnerability. The next one (Chapter VII) addresses government responsibilities and alternative care providers' commitments. The last chapter (Chapter VIII) attends to definitions and issues related to particular types of vulnerability."

Larsson, Christian., et al., 'Collected Viewpoints on International Volunteering in Residential Care Centres - County Focus Cambodia', Better Care Network / Save the Children, October 2014, <http://bettercarenetwork.org/sites/default/files/Collected%20viewpoints%20on%20international%20volutneering%20i n%20residential%20care%20centres%20-%20County%20Focus%20Cambodia.pdf>, accessed 23 October 2017.

Methodology:

Desk review: "This overview is intended to contribute to discussions on residential care centres as an anecdotal research piece on the situation in Cambodia. Cambodia was chosen as a focus country due to visibility of the issue in international media, and the ready access to key actors on the ground. This overview was informed by online

resources, academic and institutional literature, and input from a range of organisations and individuals working to address and raise awareness of this issue in Cambodia."

Conclusions and recommendations:

"Final thoughts and recommendations Ideally, volunteering should not involve direct contact with children, but rather follow models similar to those where a volunteer works next to the local professional. However, even in this case, the reality is that many NGOs in Cambodia don't have the resources or systems to manage a volunteer programme effectively and responsibly, and do not understand the child protection risks involved. As such, even these models of volunteering can leave children open to the same risks of exploitation. It is important that, rather than recommending one model over another, stakeholders are encouraged to develop an understanding of child protection in a variety of settings to enable them to make appropriate choices. Possible next steps relevant to Siem Reap and Cambodia include:

- o A mapping of existing residential centres (registered and unregistered) in Cambodia, including a count of the number of children living in each.
- o Minimum standards check-ups for all existing residential centres.
- o Lobbying and support of government ministries and departments to implement a National Alternative Care policy which outlines the types of care that are most appropriate for children who legitimately can no longer live with their biological parents.
- o Development of services by the government and NGOs to support the safe reintegration of children from residential care centres.
- o More public campaigns (similar to Children Are Not Tourist Attractions) targeting tourists in more languages.
- o Child protection training for hotel managers and staff.
- o Advocacy targeting donor forums and meetings to encourage them to ensure robust child protection policies and procedures in organisations that they support, and a focus on working with organisations to move towards alternative models, such as reintegration and supporting families."

Ministry of Social Affairs, Veterans and & Youth Rehabilitation., 'Mapping of Residential Care Institutions', Phnom Penh, Cambodia, 2016. <www.unicef.org/cambodia/MAPPING_REPORT_5_provinces_ENG.pdf>, accessed 23 October 2017.

Paper summary:

"The Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSVY) conducted a mapping exercise to address a lack of information on the number of residential facilities providing care for children. The only information available to date was based on inspections conducted by the Ministry. This was limited to the residential care institutions that were officially known to or which had a Memorandum of Understanding with the Ministry.

The assumption was that there were many more residential care institutions in Cambodia and a mapping exercise would be an effective way to identify them. Along with providing key data on the number of institutions in five targeted provinces (Phnom Penh, Siem Reap, Battambang, Kandal and Preah Sihanouk), this report provides estimates of the type of facilities and the number of girls and boys living in them.

The Ministry is confident that it has identified the vast majority of residential care facilities in the five provinces, as they were identified after consultations with village chiefs and members of the Commune Committee for Women and Children and were physically visited by the mapping teams.

Caution is advised when reading the other data in this report, such as the type of facility and the number of children in residential care, which were determined based on self-reported data provided by the institutions. Unlike information on the number of institutions, this data was not verified by data collectors. Lessons learned from this mapping exercise have informed the mapping of residential care institutions in the remaining 20 provinces, which was concluded in December 2015.

The Ministry will publish a full report of the mapping in all provinces in mid-2016 which will include further analysis of the data and recommendations to strengthen the alternative care system based on the key findings.

The scope of this report is limited to the presentation of the key preliminary data."

Reimer, J.Kila., et al., 'Toward a Model of 'Reintegration' and Considerations for Alternative Care for Children Trafficked for Sexual Exploitation in Cambodia', Hagar/World Vision Cambodia, March 2007, <www.hagarinternational.org/international/files/The-Road-Home.pdf>, accessed 31 August 2017.

Aim:

"Human trafficking for purposes of sexual exploitation remains a major problem in Cambodia, affecting thousands of children and women annually. While measures are slowly being constructed to combat this gross violation of human dignity and basic human rights, there is evidence to suggest that the problem will continue to increase before it

diminishes. Therefore, more durable solutions must be found for care of children affected by trafficking for sexual exploitation. Principles of care for that particular target group can be extended to other groups, such as survivors of rape with some adjustments in the practical out-workings of care. To address this gap Hagar and World Vision Cambodia commissioned research to 'develop a model of reintegration1 and alternative care for children trafficked for sexual exploitation Cambodia."

Methods:

Qualitative methods: Desk study (document review), semi-structured interviews, focus-group discussions, and in-depth interviews.

Conclusions:

"The research concludes that in many cases, perhaps the majority of cases, children can return to families of origin, or to communities of origin (extended family) provided that this setting can be determined 'safe'; and that on-going counselling and support is provided for family and community. The research does recognise that some children cannot return to their family/community of origin for security reasons; for these children, alternative care must resemble 'family' as closely as possible."

Save the Children Australia., 'Fact Sheet: Children in Residential Care Institutions', 2014. <www.savethechildren.org.au/__data/assets/pdf_file/0013/150016/Fact-Sheet-Residential-Care.pdf>, accessed 23 October 2017.

Paper summary:

The Fact Sheet summarises key facts and figures related to residential care in Cambodia.

UNICEF., 'Fact Sheet - Residential Care Cambodia', <www.unicef.org/cambodia/Fact_sheet_-_residential_care_Cambodia.pdf>, accessed 23 October 2017.

Paper summary:

The Fact Sheet summarises key facts and figures related to residential care in Cambodia.

UNICEF., 'With Best Intentions: A Study of Attitudes towards Residential Care in Cambodia', 2011, <www.unicef.org/eapro/Study_Attitudes_towards_RC.pdf>, accessed 23 October 2017.

Methods:
"Primary and secondary qualitative research was conducted by the research team in 2009 on attitudes of families, national and local government, residential care directors, overseas donors and volunteers, key informants from NGOs and the tourism industry, and adults who had formerly lived in residential care as children. The research was conducted in five districts in Phnom Penh, Kampong Thom, Battambang and Siem Reap. Interviews were recorded by taking notes and the majority were also recorded digitally.
A second round of quantitative research was conducted by the research team in 2010 using surveys with three primary stakeholder groups: families, government officials and tourists".

Summary of methods used:

"Children over the age of 15 in residential care: Focus group discussions: 634 participants. Surveys: 63,414 participants. *Children over 15 living in the community:* Focus group discussions: 153 participants. Surveys: 153 participants. *Adults who had formerly been in residential care:*
Semi-structured interviews: five participants. *Families with children in residential care:* Semi-structured interviews: 45 participants. *Families with vulnerable children living at home:* Semi-structured interviews: 42 participants. *General families from communities:* Focus group discussions: 153 participants. Surveys: 385 participants. *Residential care directors:*
Semi-structured interviews: 14 participants. Focus group discussions: 52 participants.
Government members: Semi-structured interviews: 16 participants (MoSVY: 3, DoSVY and Commune Councils: nine, Village Chiefs: Surveys: 315 participants. *Donors to and volunteers in residential care:* Semi-structured interviews: six participants. In-depth email questionnaires: six participants. *Residential care centre promotional documents:* Leaflets: ten. Websites: ten. Weblogs: four. *Tourists:* Surveys: 311 participants. *Key informants from NGOs, civil society and the tourism industry:* Semi-structured interviews: 23 participants."

Key findings:

"The results of this research study were in line with several international findings. Children were described as showing several symptoms of institutionalization and were extremely anxious about their ability to adapt to the outside world. Moreover, several participants described situations in which children were at risk of harm or abuse. Most adults

working in residential care did not appear to have undergone any background checks and children of all ages were described as sharing the same room and, in some cases, the same sleeping mats. Some residential care centres forced children to perform in dangerous situations, such as bars, in order to solicit funds. Children were described as being bullied, neglected, and physically and emotionally abused

The rapid increase in residential care facilities in Cambodia is therefore cause for concern. Although it is part of a worldwide trend that cannot be explained by a single cause, this report has outlined attitudes toward residential care that have contributed towards the increase of residential care centres within Cambodia.

Foreigners play a significant role in founding and maintaining residential care centres in Cambodia. They do this, for the most part, with the best intentions and in the hope of having a new challenging experience. Since foreigners are known to give money, residential care centres have begun to solicit more funds through 'orphanage' tourism. This puts a burden on children and at its worst exposes them to risk. In some cases, residential care facilities are being used to raise money in a way that begins to resemble a business. Tourism also generates funds that are often unmonitored and therefore more susceptible to corruption. Moreover, funds raised in this manner are unreliable, since individuals often change their minds, do not sign binding contracts and are often unable to make good on their promises. As a result, many residential care centres cannot engage in long-term planning. This funding insecurity places children in a dangerous situation in which basic needs are sometimes not met and children face an uncertain future"

USAID & Emerging Markets Consulting (EMC), 'Promoting Family-Based Care in Cambodia: Evaluation of Childcare Reform Projects', United States Agency for International Development (USAID), Phnom Penh, Cambodia, November 2015, <http://bettercarenetwork.org/sites/default/files/Promoting%20Family-based%20Care.pdf>, accessed 23 October 2017.

Summary:

"This evaluation assesses two alternative care reform projects in Cambodia: The first, "Strengthening child protection systems in Cambodia to prevent and respond to violence, abuse, exploitation and unnecessary separation of children", hereafter referred to as the Strengthening Child Protections Systems project, implemented by UNICEF, was initiated in June 2009, extended in March 2013 and will end in September 2017. The second, the Family+ project, was implemented by Friends International (FI) and funded from April 2013 to June 2015. SCPS manages the sub-project Partnership Programme for the Protection of Children (3PC) in collaboration with FI and the Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSVY). 3PC was initiated in 2011 and is ongoing and is implemented by nine NGOs led by FI. These projects and sub-project have their own timeframes and objectives but share a common aim of strengthening child protection systems and services from grassroots to national levels, including supporting reform of alternative care systems and practice in favour of family-based care. The projects have worked to influence and benefit the stakeholders in the alternative care system; government, residential care institutions (RCIs) and the children within them, donors to RCIs and lastly, vulnerable families and their children. The evaluation assesses the impact of these projects on each group of stakeholders, and then goes on to broadly discuss the crosscutting areas of systems change, sustainability and research".

Methods:

"The report focuses on a qualitative analysis of the projects, and it is predominantly drawn from semi-structured interviews conducted with stakeholders, in four project locations."

Findings:

"The evaluation found that, together, SCPS, Family+ and 3PC had an impact on alternative care system and services in Cambodia. UNICEF supported MoSVY to create a regulatory framework for Cambodia, which provides guidelines, roles and responsibilities to promote appropriate and permanent family care, and to prevent unnecessary family-child separation. MoSVY was further supported to conduct a mapping of RCIs in the five target provinces, which brings a large number of residential care institutions (RCIs) under MoSVY oversight. With support from UNICEF, MoSVY has conducted annual inspections of RCIs registered with MoSVY nationally, and has partnered in closures of substandard RCIs. However, given the lack of funding for MoSVY implementation of services, it is doubtful that these interventions are sustainable.

The projects have also impacted RCIs and the children who live within them. Several Family+ RCI partners have transitioned from residential care to centers offering support services to families in the community, offering a combination of residential care service and services to reintegrated children, or have reintegrated all children into the community, and then closed. Reintegration of children from Family+ and 3PC partners is reported to have increased as a result of project efforts, and children who enter 3PC partner RCIs now spend less time in residential care than prior to reintegration. However, those interviewed cautioned that reintegration should always be thoughtfully planned, and supported with adequate follow-up and support, such as income generation activities, to avoid placing children at risk.

At the community level, children and families have also been impacted through a number of project activities. 3PC supported delivery of direct services to significant numbers of children and families; 50,391 children and youth and 18,315 families received direct services through the work of 3PC partners. 3PC and Family+ both worked to develop and improve foster care programmes, which have not been widely implemented in Cambodia, and 3PC reported a 36 percent increase in foster placements among 3PC partners. However, the lack of adequate policy guidelines and legal framework regarding foster care continue to warrant concern".

Homeless children

Rubenstein, Beth L., & Lindsay Stark, 'A Forgotten Population: Estimating the Number of Children Outside of Households in Cambodia', *Global Social Welfare*, vol. 3, no.2, 2016, pp. 119–124.

Paper summary:

The paper describes the design of an ongoing project to quantify the numbers of homeless children in Cambodia. No results are presented as the project is not complete.

United Nations Human Rights Office of High Commission & Consortium for Street Children., 'Discussion and Action Points', Inclusive roundtable discussion: promoting and protecting the rights of children working and/or living on the street', Singapore, 2013, <https://lcsi.smu.edu.sg/sites/lcsi.smu.edu.sg/files/lcsi/files/2014/07/SE-Asia-Roundtable-Report.pdf>, accessed 23 October 2017.

Paper type:

This paper is a Conference report which provides a summary of the conference presentations.

Conclusions:

Need for greater collaboration between organisations working with street children in the region.

Need to increase awareness of the issue via online platforms and engagement with social media.

Governments and other stakeholders need guidance regarding street children, such as a protocol for the region. This guidance should help establish inter-agency co-operation.

Stark, Lindsay., et al., 'Estimating the Size of the Homeless Adolescent Population across Seven Cities in Cambodia', *BMC Medical Research Methodology*, vol. 17, 2017, p. 13.

Background: "The Government of Cambodia has committed to supporting family care for vulnerable children, including homeless populations. Collecting baseline data on the numbers and characteristics of homeless adolescents was prioritized to illuminate the scope of the issue, mobilize resources and direct the response".

Methods: "Administrative zones across seven cities were purposively selected to cover the main urban areas known to have homeless populations in Cambodia. A complete enumeration of homeless individuals between the ages of 13 and 17 was attempted in the selected areas. In addition, a second independent count was conducted to enable a statistical estimation of completeness based on overlap across counts. This technique is known as capture-recapture. Adolescents were also interviewed about their schooling, health and other circumstances."

Results: "After adjustment by the capture-recapture corrective multipliers (range: 3.53 -27.08), the study yielded an estimate of 2,697 13 to17-year-old homeless adolescents across all seven cities. The total number of homeless boys counted was significantly greater than homeless girls, especially in older ages.

Conclusions: "To the authors' knowledge, this is the first-time capture-recapture methods have been applied to a homeless estimation of this scale in a resource-limited setting. Findings suggest the number of homeless adolescents in Cambodia is much greater than one would expect if relying on single count data alone and that this population faces many hardships".

Juvenile detention and children in conflict with the law

Cambodian League for the Promotion & Defense of Human Rights (LICADHO)., 'A Review of the Conditions of Mothers, Pregnant Women and Young Children Living in Ten Cambodian Prisons', June 2010, < www.licadho-cambodia.org/reports/files/1412010-June-Adopt-a-Prison%20Final%20ENG.pdf>, accessed 23 October 2017.

Aim of research:

"In June 2009, Cambodian League for the Promotion & Defense of Human Rights together with Horizons commenced a national survey of women living with their children in Cambodian prisons. The purpose of the survey was to identify

the key problems faced by women and children during their incarceration, particularly in relation to food, clothing, health and hygiene; the extent to which services provided through the Adopt-A-Prison Project has helped to address these problems; and assess the need for educational and recreational programmes for children living in prison."

Methods:

Qualitative interviews with quantitative survey component:

- o "Members of the research team conducted short interviews with all six pregnant women and 32 of the 37 mothers living with their children in ten Cambodian prisons in Phnom Penh and nine provincial towns. Five mothers did not consent to take part in the research. Consequently, this report only relates to 34 of the 40 children living in Cambodian prisons. Interviews were conducted at the prison under the supervision of a prison guard.
- o Cambodian League for the Promotion & Defense of Human Rights did not conduct interviews with any children because 28 of the 34 children were less than five years old, many of who were pre-verbal or barely speaking. Concerned about the ability of these children to participate in the research and their fear of other adults within the prison, Cambodian League for the Promotion & Defense of Human Rights instead asked mothers to speak on behalf of their children.
- o Interviews were also conducted with prison directors or deputy directors at the nine prisons with young children, and 35 prison guards. Prison guards were specifically asked questions about their children who might be included educational and recreational programmes for the project".

Recommendations:

"The needs of pregnant women, mothers and their children vary markedly from prison to prison, making general recommendations very difficult. Accordingly, donors should refer to the key priorities for each prison in the table above and identify ways to improve existing food, clothing and medical supplies as well as expand the services provided to help meet the educational needs of children as required. In summary however, prisoners have indicated a need for the following:

- o Vitamin pills, in particular iron pills, for pregnant women.
- o Extra food rations for lactating and pregnant women support by a breastfeeding trainer and a quiet, safe space in which to breastfeed.
- o Separate sleeping and living spaces for mothers and children.
- o Access to medicine and medical care for pregnant women, mothers and children.
- o Educational programmes for children aged four and over.
- o Pre-school for children aged between two and four years old.
- o Safe play spaces for children outside their cell.
- o Additional toys for children to promote learning and social behaviour."

Cambodian League for the Promotion & Defense of Human Rights (LICADHO)., 'Childhood Behind Bars - Growing up in a Cambodian Prison – Sokun's Story', October 2013, <https://www.licadho-cambodia.org/reports/files/182LICADHOReportChildrenBehindBars2013-English.pdf>, accessed 23 October 2017.

Methods:

Case study of a child who was formerly resident with his mother in prison. (Including qualitative interviews with the child and his mother).

Recommendations:

"Comprehensive, individual assessments

The GDP, together with MoSVY, should assess the situation of each child to decide if it is better to separate the child from his or her incarcerated mother or if the child should live with her in prison.

Detailed guidelines

MoSVY should, in cooperation with GDP, issue guidelines on how to proceed and enhance outside referrals and placements of children over the age of three who are still living in prison. This is necessary to ensure that any separation is managed and carried out in a sensitive and time-appropriate manner and only when suitable alternative care arrangements have been put in place.

The existing April 2006 policy on Alternative Care for Children in Cambodia provides a good framework, stating that the first choice of placement should be kinship care, then foster care and only then placement within a children's home.

Supervised pre-trial release and non-custodial sentencing

In line with the UN Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders ("Bangkok Rules") judicial authorities should identify women with dependent children – inside or outside prison – who are candidates for supervised pre-trial release and/or non-custodial sentences. Authorities should advocate to the judges and prosecutors to preserve family units where possible, so that children are not forced into prison with their mothers or left behind. An emphasis should also be placed by authorities on women who enter prison pregnant. Supervised pre-trial release

and/or non-custodial sentences for pregnant women would reduce the number of children living with their mothers in prison considerably.

Training and awareness programmes

Prison staff should receive training on child development and the health care needs of pregnant mothers and children so that they can respond appropriately in times of need and emergencies. Specialists should be allocated to monitor a child's development so that any problems can be identified at an early stage.

More resources

GDP and MoSVY should allocate additional resources in order to better understand and promote the rights of mothers and children in prison, to review the decision-making processes that lead to children accompanying their mother to prison and to assess the impact of imprisonment on children.

Share information and advice

GDP, MoSVY, the Ministry of Health and the Ministry of Justice should step up and coordinate their efforts to share information and advise officials on the needs of pregnant women and children living with their mothers in Cambodian prisons.

Increase budget

GDP should increase the budget as well as the allocation of resources for pregnant and breastfeeding women and children living with their mother in prison. This group has special requirements which should be taken into account budget wise."

Cambodian League for the Promotion and Defense of Human Rights (LICADHO)., 'Childhood Behind Bars: Growing up in a Cambodian Prison – Dara's Story', February 2015, <www.licadho-cambodia.org/reports/files/203LICADHOReportChildhoodBehindBars-English.pdf>, accessed 23 October 2017.

Methods:

Case study of a child with developmental disabilities, who was formerly resident with his mother in prison.

Conclusions:

"If a proper assessment had been carried out initially, it would have become clear that living with his paternal grandparents was a viable alternative and Dara could have been spared the abuse, stress and deprivations that came with prison life. Whilst he would have lacked opportunities for mother-child bonding, he may have been able to overcome some of his developmental disadvantages. Indeed, Caritas CCAMH staff are of the opinion that if Dara had left prison aged one and had received appropriate assistance at that time, he would now be able to communicate better, would have avoided many of his behavioural problems and developed better gross motor skills.

Cambodian authorities must acknowledge the potential impact of prison life on all children and take measures to offset any risks by reviewing how decisions are made. They must also pay attention to the particular circumstances of each child and provide training to staff so they can recognize when problems arise and respond appropriately. In Dara's case it does not appear that the opportunity to bond with his mother outweighed the negative experiences of prison life. Instead he spent his early years in a violent environment where his health and education were neglected and his developmental problems ignored. Had it not been for the provisions of the 2011 prison law, it is likely he would have remained under the same circumstances until the age of six.

As with Cambodian League for the Promotion & Defense of Human Rights's earlier case study, Dara's story highlights the critical importance of putting special measures in place when children are housed in prison with their mothers. But Dara's experience also demonstrates the failings of both GDP and MoSVY to properly assess whether a child should be in prison in the first place or to act when a child is at risk".

Starygin, Stan V., 'New Protection Status of Juvenile Victims with the Passage of the New Criminal Legislation in Cambodia', *Asian Journal of Comparative Law*, vol. 4, 2009, pp. 1–34.

Method:

Legal analysis.

Summary:

"This article seeks to explore whether the position of juvenile victims, vis-à-vis the Cambodian criminal law, has changed with the passage of the new criminal legislation and whether this change is positive or otherwise. The quality of this change, henceforth, will demonstrate to the reader whether the overall reform of the juvenile justice component of Cambodia's criminal justice system, which has spanned over the last 15 years and has been funded by the international community, has been a success.

The author has limited the scope of this inquiry to a comparison between the various domestic laws applicable to juvenile victims and did not include comparisons with international law, model laws or juvenile laws of other states. Being the first publication of its kind, this analysis limits its claim to the analysis of the relevant statutory provisions rather than 'practice notes' which have yet to develop".

Conclusions:

"This rundown demonstrates that although the target law has introduced positive changes into the Cambodian criminal process, these changes are outnumbered by the cancellation or erosion of rights previously guaranteed under the transitional law. There has also been a missed opportunity to address issues which go to the heart of the criminal judicial process and victims' rights. The target law's attempt to broaden victim participation in criminal proceedings, although commendable, did not enjoy the consistency of legislative drafting and
has resulted in the creation of a skewed format of victim participation. Overall, being the fruit borne of 15 years of legislative reform, the target law is unlikely to be seen as a great and long anticipated improvement."

Travers, Ellen., 'Upholding Children's Rights in the Judicial System: An NGO's Experience of Working for Juvenile Justice in Cambodia', Effectius, 2011, <http://effectius.com/yahoo_site_admin/assets/docs/Upholding_childrens_rights_in_the_judicial_system_Ellen_Travers_Newsletter12.9520604.pdf>, accessed 24 October 2017.

Methods:

Narrative/descriptive account of the work of one particular NGO.

Conclusions:
"Free legal representation given to children in conflict with the law has had a profound impact on their contact with the judicial system. Not only are they less likely to be abused when in police custody, but release on bail is a possibility and they are less likely to be sentenced for crimes that they did not commit or imprisoned for long periods for petty crimes. This impact extends beyond only the individuals in question and goes to the root of the difficulties with the Cambodian judicial system

However, until such time as a comprehensive free legal aid system can be supported by the government of Cambodia, the services of NGOs like PJJ play a pivotal role in ensuring due process and access to justice for individual children."

Verstraeten, Tina., 'The Status of Children in Conflict with the Law in Cambodia and Vietnam', World Vision, November 2016, <http://www.wvi.org/sites/default/files/CICLreportVietnamandCambodiaFinalNov2016.docx.pdf>, accessed 23 October 2017.

Objectives and methodology:
"This qualitative research project identifies the International Minimum Standards for handling Children in Conflict with the Law, potential gaps in Juvenile Justice standards and minimum guarantees upheld in the legislative framework, and the reality of administration of justice to Children in Conflict with the Law in Vietnam and Cambodia. The research is conceptualized to assist World Vision East Asia in reviewing legislation and practices, and to support and monitor the adherence to child-sensitive procedures and systems of legal assistance for Children in Conflict with the Law. This report will consider various stages of the justice system, identify international minimum standards and analyze the capacity of key actors to implement laws, policies and procedures. Information collected through desk research, surveys and key informant interviews identifies gaps and abuses that occur in the administration of justice to Children in Conflict with the Law in Cambodia and Vietnam, and corresponding conclusions and recommendations are formulated".

Conclusions:

"The law provides for a differentiated treatment of juveniles in the Criminal and Administrative Justice System in Vietnam. With the Children Law, which replaced the Law on Child Protection, Care and Education (2004), the

Vietnamese Government continued to make efforts to bring the Vietnamese legislation further in line with International Minimum standards. It is a disappointment however that this law continues to apply to children under 16 years only and that the definition of a child in the CRC was not adopted".

"There are remaining challenges in the field of juvenile justice that need to be addressed, including:

1. The lack of an accessible central system for data collection and poor quality of data in the field of Juvenile Justice make it impossible to assess the current status of compliance with national legislation and International Minimum Standards;
2. There is a gap between knowing the law and comprehending the practical implications of these laws for the professionals implementing the legislation in both the administrative and criminal system as indicated by the 2011 Complementary NGO Report;
3. The 2011 Complementary NGO Report also mentions barriers to law implementation caused by the overlap and inconsistencies between laws and sub-laws and the frequently delayed and inadequate decrees and guidelines (e.g. guidelines on the application of diversion and administrative measures). Gaps need to be identified and further law review is needed to bring the Vietnamese legislation further in line with International Minimum Standards;
4. The lack of an independent monitoring body for the promotion and protection of children's rights mentioned in the 2012 concluding observations of the Committee on the Rights of the Child and the absence of organizations that have access to and monitor the conditions of children in reform schools and in detention centres is concerning;
5. The negative perception against Children in Conflict with the Law sometimes leads to over-reliance on reform schools and imprisonment as a response to minor infractions as is still the case according to the 2011 Final Review and Developmental Assessment of the Juvenile Crime Prevention and Reintegration Project;
6. There is a clear need to strengthen the coherence and coordination of plans, programmes and policies (including the three national programmes of action for children, the National Programme on Child protection and the National Target Programme on Crime Prevention) to support the implementation of the CRC;
7. As mentioned, the Committee on the Rights of the Child is also still concerned about the level of financial resources allocated for the implementation of the Convention and at the high levels of corruption which reduce the funds available for the implementation of children's rights.

Each of these factors need to be addressed. A collaborative approach and coordination should be used to determine how NGOs can work in partnership with donors, the Government and civil society to close the gaps and provide for an effective framework of protection for Children in Conflict with the Law."

Child labour

Bunnak, Poch., 'Child Workers in Brick Factories: Causes and Consequences: A Research Study for Campaign of Combating the Worst Forms of Child Labour in Cambodia', World Vision/Cambodian League for the Promotion & Defense of Human Rights (LICADHO)), Centre for Population Studies at Royal University of Phnom Penh, August 2007, <www.licadho-cambodia.org/reports/files/120LICADHOWVCChildLaborReport.pdf>, accessed 23 October 2017.

Aim:

The study was conducted in July 2007 to identify the causes and consequences of child labour in brick factories in Battambang and Sang Ke districts, the surrounding areas of Battambang provincial city.

Methods:

Quantitative survey. Data were collected using interviewer-completed questionnaires from three main sources (132 child workers, 43 parents, and 15 brick factory owners or managers) from 26 brick factories. It is estimated that between 400 and 500 children work daily in these brick factories during the high labour-demand season.

Conclusions

o "Child workers in about 30 brick factories in the targeted areas are estimated to be at least 400 or 500 children during the high child labour-demand season. These children are those coming from only villages within the vicinity of the brick factories or those migrants who live in the brick factory compound. One in every five working children living in brick factories is involved in the worst forms of child labour as they had ever worked as brick machine operators at least sometimes during their working careers and had never attended or stopped attending school. The figure is 13.3 per cent among children not living in brick factories. Additionally, about 50 per cent are involved in the severe forms of child labour because they work any jobs between 6 and 10 hours a day without going to school. This shows the estimated scope of the involvement of child workers in the worst forms of child labour.
o Child workers who lived in brick factories tend to start to work at a very younger age than those who lived in the villages because of their parents' need for their labour. This suggests a prolonged exposure to work and great vulnerability to hazardous labour among

those living in brick factories. The most common jobs undertaken by children are carrying, loading, and unloading bricks. According to nearly respondents, either child workers themselves, parents, or brick factory owners or managers, the family economic hardship

stands out to be the top reason for why children have to work, followed by work to earn money for schooling and/or personal needs,

- o It is important to note that brick factories have several unique features that allure children to come to work. They include high demand of child labour (carrying, loading and unloading bricks), easy getting a job, no required skills or experience, no strict regulations,

  easy money, and easy advances. For those who live in brick factories, furthermore, core jobs of brick production (preparing clay, producing raw bricks, and firing kilns) have become the family occupation because they work to have a place to stay. This translates

  into engaging children in child labour in the brick factory in the long run. From the brick factory owners/managers' point of view, the availability of child labour force, their generosity, parents' demand for hiring children, children are easy to be managed, and

  children's capability to work (punctual, independent, fast, hardworking, and suitable for carrying bricks) are their reasons for hiring children.

- o Working environment in the brick factory is hazardous to child health due to unsanitary environment (unclean, smoke, bad smells of manures, and consuming pond water), unsafe working environment (such as heat, burning ashes, flying ashes, and pieces of broken bricks everywhere), and the hazardous work (prolonged working hours, heavy work, and dangerous jobs). Nearly all brick factories visited were found to have poor and hazardous work conditions due to unbearable heat, flying and burning ashes, falling bricks, lack of sanitation, no first-aid kits, and no lack of work safety regulations. Even so, wearing protection device is not yet a common practice for all child workers due to lack of protection equipment.

- o Early work means prolonged exposure to hazardous work and great health vulnerability. Impact of child labour on child development is found to be noticeable on two indicators. One is the interference on children's schooling, which is found to be greater among child

  workers who worked longer than those who recently started to work. The impact on schooling includes a tendency to drop out of school, poor grades, and irregular school attendance. The other is the impairment of children's physical and mental health due to

  injuries and sicknesses caused by hazardous work. Long-term child workers perceived that their general health condition has been deteriorated since work. Specifically, many child workers complained about eye watery or eye itches due to smoke and flying ashes,

  backache, chest pain, frequent headache, skin rashes, breathing difficulty, stomach ache, minor cuts and wounds, and minor burns".

Cruz, A., and Ratana, L, 'Understanding Children's Work in Cambodia: Mapping & Costing Current Programmes Targeting the Worst Forms of Child Labour', Understanding Children's Work in Cambodia, November 2007.

Aim:

"This report places particular emphasis on mapping and providing costing information on the core programme/ project activities contained within the national Time-Bound Programme and other significant interventions targeting hazardous forms of child labour. The focus is on programme/ activities related to the identified 16 hazardous forms in the National Plan of Action on the Elimination of the Worst Forms of Child Labour, namely: child work in salt farms, rubber plantations, brick-making, fishing and fish products-processing, porter work, child domestic work, semi-industrial plantations, stone and granite breaking, rock quarrying, gem-mining, children in restaurants, hotels and guesthouses, handicrafts and related enterprises, children in waste/dumpsite scavenging and working street children. While insights into the current programmes on trafficking and sexual exploitation in women and children are provided, this study does not specifically focus on these unconditional worst forms of child labour."

Methods:

Qualitative: "The information and materials provided in this report build on both primary and secondary data. Primary data collection involved individual and group interviews with key stakeholders in Banteay Meanchey, Kampot, Kep, Sihanoukville, Kampong Cham, Siem Reap and Phnom Penh during three to four-day visits in these areas in August 2007. Specific interviewees included representatives of line ministries, national committees, bilateral and multilateral agencies, trade unions, NGOs, and international NGOs who are working on child labour and related issues.

Key findings and conclusions

- o "Child labour in Cambodia is a result of the overwhelming poverty that is deeply-rooted in the rural countryside.
- o The mapping of interventions on the National Plan of Action on the Elimination of the Worst Forms of Child Labour strategies finds that in many cases, existing child rights-related programmes focus on the unconditional worst forms of child labour such as trafficking, work relating to sexual exploitation of women and children, and social welfare issues among orphans, children with HIV/AIDS, and other vulnerable children. There are also scholarship and vocational training initiatives for the poor in conjunction with the Education for All programme. The major effort aligned with the National Plan of Action on the Elimination of the Worst Forms of Child Labour

objectives is still the Time Bound Programme supported by the International Programme on the Elimination of Child Labour and implemented primarily by the Ministry of Labour and Vocational Training. There are significant support projects from World Vision, Cambodian League for the Promotion & Defense of Human Rights and Mith Samlanh, to name a few, while local NGOs participate in the field implementation of the time-bound programmes and relevant agencies' endeavours.

- o The identified hazardous work sectors where there are initiatives to eliminate child labour are in salt farming, brick-making, rubber plantations, fishing and related fish product-processing, porter work, child domestic workers, children in waste/ dumpsite scavenging and among street children.
- o The Time-bound Action Programmes being implemented in several areas comprehensively adopted the National Plan of Action on the Elimination of the Worst Forms of Child Labour strategies. Being fostered, for instance, is an inter-agency group from among the government agencies, NGOs, trade unions, employers, civil society and community participation as part of the executing/ implementing agencies for the interventions. Local policies favouring the elimination of child labour are encouraged to be developed. A governing structure at the provincial/ municipal level has been set in place while sensitisation and awareness-raising measures are conducted area-wide.
- o In support of the Action Programmes at the provincial to community levels, the TBP has also taken measures to improve the capacity of national and provincial/ municipal structures.
- o Much of the resources allocated to interventions on the elimination of CL identified hazardous sectors are still through International Programme on the Elimination of Child Labour time-bound programmes support funds (from US DOL and International Programme on the Elimination of Child Labour. However, significant resources are coming in through other initiatives such as Mith Samlanh's, World Vision's and new programmes like the United States Department of Labor project with Winrock International. These limited resources clearly indicate that there is much to be done to involve other stakeholders or to tap into support from the international community. Of note are child-focused micro-financing groups which can be mobilised such as Vision Fund Cambodia, Child Fund Cambodia and others that assist the poverty reduction programmes – e.g., the World Bank Group funding facility for income-generating activities.
- o Costing the required interventions for the full realisation of the targets on the elimination of child labour remains a challenge due to the lack of standard costs in contrast to that for basic education lends itself to easier estimation. Other child labour interventions depend on the types of activities, the spread, the implementing structures, the capacity building requirement and anticipated technical and management costs. Since the work sectors of the hazardous forms of child labour are diverse in many ways (nature of work, characteristics of working children, locale, etc.), a common standard approach is not possible."

Dalis, Phann., et al, 'Landlessness and Child Labour in Cambodia', Cambodia Development Resource Institute (CDRI), Phnom Penh, February 2015.

Summary:

This paper investigates the relationship between landlessness and child labour participation and working hours. Furthermore, it investigates how landlessness may affect child labourers' perceptions of their work.

Methods:

Mixed methods. Secondary quantitative data analysis and FGDs.

"The descriptive analysis, including probit and tobit models, is used to see the effect of landlessness on child labour. These quantitative results draw from CSES data from 2004 to 2011.The qualitative methodology examines perceptions of children and household decision makers regarding child labour. Five provinces were selected—Pursat, Oddar Meanchey, Preah Vihear, Kratie and Koh Kong—because they have many households that havelost land and a high occurrence of child labour. In these provinces, the study collected information through 20 focus group discussions and 30 in-depth interviews with male and female child labourers".

Results:

"The models yield results consistent with the descriptive statistics and previous literature.

Firstly, the study found that children of landless households are 42 percent less likely to participate in work than those of land-holding households. Furthermore, the working hours of children in landless households are ten hours a week less than of those in land-holding households. Secondly, the study found differences in child labour within landless households that were correlated with household wealth. Poor landless households have a 26 percent greater child labour participation rate than rich landless households. Children of the poor landless work 8 hours a week more than those from rich landless households."

"From the qualitative information, children of the landless households are more likely to sell labour to support their families. They take up heavier, longer and more distant and hazardous work. They are absent from school more often than those in the
land-holding households".

Food and Agriculture Organization of the United Nations (FAO), and International Labour Organization ILO), 'Guidance on Addressing Child Labour in Fisheries and Aquaculture', International training centre of the ILO, Turin, Italy, 2013, < http://www.fao.org/docrep/018/i3318e/i3318e.pdf>, accessed 23 October 2017.

Paper overview:

"This Guidance on addressing child labour in fisheries and aquaculture provides information and analyses current issues in order to improve the understanding of the nature and scope, causes and contributing factors, and consequences of child labour in fisheries and aquaculture. It aims to contribute to the prevention and elimination of child labour in the fisheries and aquaculture sector by assisting governments and development partners to better define and classify child labour in fisheries and aquaculture, to mainstream child labour considerations in relevant development and management policies, strategies and plans, and to take action against child labour. The document is directed at government officials and their development partners, organizations of fishers, fish farmers, fish workers and employers, and other sectoral institutions, the private sector and other stakeholders, in the formal and informal economy. It gives guidance on how to find practical pathways to address child labour and provide support to fishers, fish farmers and fish workers and their communities, in particular in the small-scale sector."

Recommendations:

"Based on the above discussion, recommendations for addressing child labour in fisheries and aquaculture are outlined below:
Governments should:
• Ratify international Conventions relevant to the elimination of child labour in fisheries and aquaculture.
• Translate international commitments into national legislation. Ensure that national legislation provides full protection for children according to the CrC and supplemented by the ILO Conventions as required (including in the informal economy and with regard to household chores).
• Ensure implementation of child labour legislation through the use of incentives (negative and positive) and enforcement mechanisms.
• Ensure buy-in from communities and those concerned by involving them directly in the planning and implementation of actions against child labour – consult with relevant stakeholders, socio-professional organizations, and employers' and workers' organizations when formulating policy and defining programmes relevant to child labour (including for the actions listed here).
• Engage sectoral ministries and agencies – ministries of agriculture and fisheries, departments of
fisheries and others – to create awareness of child labour and mainstream child labour in sectoral
policies, programmes and regulations.
• Use and promote risk assessments, and define hazardous work Lists in line with the ILO Conventions Nos 138 and 182, applying criteria adapted to the characteristics of fisheries and aquaculture.
• Review data requirements concerning child labour in fisheries and aquaculture and integrate these needs into existing information collection systems. Improve awareness of child labour at all levels and promote policy coherence.
• Work actively to prevent child labour by addressing poverty and promoting integrated approaches for development and resource and environmental management in fisheries and aquaculture. Mainstream child labour considerations into these processes (make child labour a cross-cutting issue).
• Provide suitable schooling, free of charge, for fishing and fish farming communities. review curricula and school hours and adjust them to suit the particular needs of the boys and girls of coastal and inland communities. Introduce school feeding programmes or other incentives to attract children to school.
• Ensure coordination among different line agencies as well as with other partners, at both national and local level.
• Collaborate with organizations of fishers, fish farmers, fish workers and employers, and other sectoral institutions to change attitudes towards child labour.
• Support withdrawal of children from trafficking and other worst forms of child labour.
• Promote safety at sea and other protection programmes in fisheries and aquaculture for the benefit of both children and adults.
• Guarantee freedom of association, social dialogue and collective bargaining in fisheries and
aquaculture.
Organizations of fishers, fish farmers, fish workers and employers, and other sectoral
institutions and the private sector should:
• Strengthen their actions and organization to promote decent work.
• Actively collaborate with governments and their development partners to find practical solutions to prevent and eliminate child labour.
• Work with governments and other partners to conduct risk assessments and identify hazardous
child labour (and draw up and periodically revise hazardous work Lists).
• Extend membership to self-employed fishers, fish farmers and fish workers as a means to include those working in the informal economy.
• Promote good practice standards including child labour clauses and engage in awareness raising
campaigns.
• Adopt policies and codes to eliminate child labour in the sector.

Development partners should assist governments in implementing the above-defined actions and, in particular, should:
• Mainstream child labour in all (fisheries and aquaculture) development projects and programmes.
• Promote training and awareness raising activities on general child labour issues and international policy to stakeholders, including governments and communities.
• Provide support for carrying out risk assessments and for establishing national hazardous work Lists (in accordance with the ILO Child Labour Conventions).
• Support development of educational facilities and schools in fishing and fish farming communities as well as school feeding programmes and other incentive mechanisms.

NGO and development partners at local level should:
• Support awareness raising and the changing of attitudes, as required, with regard to child labour.
• Assist in organizational capacity-building at local level.
• Assess and monitor child labour issues at community level through participatory approaches.
• Support communities, fisher and fish farmer associations, and other local institutions, including those representing children, to know their rights and to have a voice in decision-making.
• Monitor implementation of child labour-related legislation and hold governments accountable for their actions/non-actions.
• Address the root causes of child labour by supporting access to relevant quality education and training, and to safer and adequate technology."

International Labour Organization (ILO)., 'Cambodia Labour Force and Child Labour Survey 2012', Labour Force Report, ILO/IPEC/NIS, Phnom Penh, 2013, <http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-bangkok/documents/publication/wcms_230721.pdf>, accessed 23 October 2017.

Methods:

Quantitative Survey: The survey involved a sample of 9,600 households from 600 sample enumeration areas distributed across all 23 provinces and Phnom Penh capital. The survey covered both urban and rural areas and all types of households, including one-person households.

Relevant results:

- 15 to 19 year olds account for just over 13 percent of the total estimated workforce aged 15+.
- Just over ten percent of 15 to 19 year olds were neither in education nor training.

Kim, Chae-Young., 'Children's Work and the Life Skills Education Policy in Cambodia', *Journal of International Development*, vol. 23, no.2, 2011, pp. 262–273.

Aim:

"This paper considers how the issue of child labour is located in Cambodian education policy debates and how it is affected by the major constraints surrounding the Cambodian education sector. In particular, it asks why Cambodian policy makers have not sought to address the issue explicitly despite its considerable, and adverse, impact on children's school education".

Methods:

Qualitative Semi-structured interviews. "For this study, 51 policy makers – 33 Cambodians and 18 foreign nationals – were interviewed in Cambodia during 2005. They can be divided into three groups. The first consisted of Cambodian government officials – mostly from MOEYS and a few from MOLVT and the Ministry of Planning. The second was made up of those working for the UN and other multilateral and bilateral aid agencies, including the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), the World Bank, the Asian Development Bank, the International Labour Organization (ILO), the World Food Programme (WFP), the Swedish International Development Cooperation Agency (SIDA) and the Japan International Cooperation Agency (JICA). The third group comprised of those working for, or advising, international and local non-governmental organizations (NGOs) such as Save the Children, Kampuchea Action for Primary Education, World Education, World Vision and CARE".

Conclusions:

"The research identified two key issues. The first was the education sector's passive approach to child labour, leaving it as a matter to be resolved by wider economic development. This was associated with the ease by which the poverty discourse has served to keep the issue of child labour, despite its considerable negative impacts on children's school education, on the sidelines. The second issue concerned how the major constraints surrounding the Cambodian education sector helped sustain a wide gap between education policy and practice. In particular, major challenges including widespread corruption, insufficient national revenue and the low motivation and abilities of people in civil/public service have made the implementation of education policies difficult. As a result, those who suffer the most

from ineffective and/or unfulfilled education policy promises are ultimately children, especially those who are missing a school education entirely, or whose educational outcomes are negatively affected, from being involved in work."

Kim, Chae-Young., 'Is Combining Child Labour and School Education the Right Approach? Investigating the Cambodian Case', *International Journal of Educational Development*, vol. 29, no. 1, 2009, pp. 30–38.

Paper summary:

"The paper considers whether letting children combine work and school is a valid and effective approach in Cambodia. Policy makers' suggestions that child labour should be allowed to some extent due to household poverty appear ungrounded as no significant relation between children's work and household poverty is found while arranging school timetables flexibly in order to accommodate households' perceived need for children's labour may increase problems of insufficient teaching hours if schools conduct their timetables unreliably. Considering these issues, the paper suggests the need for a more diversified approach to dealing with the impact of child labour on their school education."

Methods:

Mixed methods (qualitative interviews and secondary analysis of quantitative survey data).

"The Cambodian empirical data analysed in this paper were collected in early 2005. It included interviews with policy makers, a review of official policy documents and the collation and analysis of national statistics on the extent and profile of child labour and 'basic' school education in Cambodia, with the latter defined as that of the primary and lower secondary levels (Royal Government of Cambodia, 2003). The statistical data were drawn from two national household surveys conducted by the National Institute of Statistics, the Cambodia Socio-Economic Survey (CSES) 2004 and the Cambodia Child Labour Survey (CCLS) 2001.[2] The CSES 2004 included a nationwide representative sample of 12,000 households within 900 sampling units (villages) and targeted all individuals aged 5 years old and older. Likewise, the CCLS 2001 also included a nationwide representative sample of 12,000 households within 600 sampling units and targeted children aged between 5 and 17 years old. For this paper, these data were analysed for children aged between 6 and 14 (i.e., the period of 'basic' education defined above)".

Key findings:

- o "This paper suggests it is necessary to reconsider the assumptions that child labour is inevitable and that combining work and schooling is the best way to ensure most children have access to a basic education. The literature on the relationship between child labour and poverty does not provide a convincing case that poverty is always the main determinant of child labour, and often shows the opposite.
- o Analysis of the social survey data presented in this article does not support the poverty argument and, instead, suggests many Cambodian policy makers support policies toward combining basic education and child labour that are not evidence based. Thus Cambodian policy makers appeared to overestimate the extent to which severe household poverty caused child labour.
- o If so, the perceived need to combine child labour with basic school education requires urgent reconsideration, especially where flexible school operations may exacerbate the problem of insufficient teaching hours, in particular, although not unequivocally, if low teacher salaries also make this problem worse.
- o While the reasons why individual children work may differ, and how reliably a local school operates may vary among countries and provinces, it is necessary to avoid sweeping generalisations about particular situations and issues. Hence, a more diversified approach to understanding the impact of child labour on children's basic education is required that considers the scale of its impact and the underlying reasons for why different groups of children work. This can only be determined after a closer examination of the dynamics of how children combine their work and school education".

Seiichi, Fukui., Miwa Kana., and Han Phoumin, 'Child Labour and Wealth in Rural Cambodia: Re-Examination of Alternative Hypotheses', *Journal of Development and Agricultural Economics*, vol. 5, no. 2, 2013, pp. 35–48.

Aim:

"This paper investigated the poverty hypothesis and wealth paradox using data collected from rice-growing areas in Cambodia. Studies have suggested that land and labour markets were not perfectly competitive and that household income does not affect the incidence of child labour. Therefore, this paper investigated the impact of wealth such as land, cattle, and other forms of wealth on child labour".

Methods:

Quantitative secondary data analysis using data from the 2006 Rural Household Survey.

Findings:

"Our findings that the number of cattle owned by farmers has an inverse U-shaped relationship with the incidence of child labour are contrary to Bhalotra and Heady's (2003) finding that a positive relation exists between the two variables. Our finding is also contrary to Basu et al. (2010) findings that an inverse U-shaped relationship exists between child labour and farmland size, assuming 'luxury axiom'.

Considering the results discussed previously, it can be concluded that the poverty hypothesis or wealth paradox for landholding is not supported in this study; however, the inverse U-shaped relationship hypothesis for cattle without 'luxury axiom' in the context of poor rice-growing areas in Cambodia is supported.

These findings have a policy implication on reducing child labour. Some policies, such as legal restrictions on child labour are considered to have little effect, because the majority of working children in developing countries work on family-run farms (Bhalotra and Heady, 2003). However, if child labour increases with household income as the wealth paradox implies, some policy measures for poverty reduction such as microcredit, income transfer increase the assets of poor households and child labour may reach a point that it becomes harmful for a child's human capital accumulation.

We can draw some implications on this argument from our findings. If the cattle count goes beyond 2.5 heads of mature cattle, child labour declines; this threshold is higher than the average number of cattle heads (2.23) in our survey area. This indicates that if the number of cattle owned by farmers' increases beyond a certain point, child labour can decrease. In the context of rain-fed lowland rice-growing areas; which occupy the largest agricultural area in Cambodia and where cattle is more easily obtainable than land, and children are mainly engaged in light work such as cattle rearing, fishing, and domestic chores; our findings suggest that child labour may not have a negative effect on child health and schooling (Miwa et al., 2010). Parents depend on child labour because their income is not sufficient to meet family needs. Therefore, the direct measures employed for reducing child labour, such as establishing guidelines and monitoring, are neither necessary nor realistic in Cambodia's rain-fed lowland areas.

Thus, when assessing whether legal restrictions on child labour is the right intervention, we need to examine the context in which child labour prevails. This paper aims to contribute towards a better understanding of such contexts, particularly in the case of Cambodia, where labour laws have not yet been extended to the family based agricultural sector (World Bank, 2006)".

Understanding Children's Work Programme, 'Towards Eliminating the Worst Forms of Child Labour in Cambodia by 2016: An Assessment of Resource Requirements', Rome, May 2009.

Paper summary:

The report focuses on the "residual" group of children expected to remain in worst forms even when demographic evolution, and broader education, social protection and other national development efforts, are taken into account. It estimates the likely size of this residual group in worst forms, and the cost of additional targeted interventions designed to reach it, under two broad scenarios. The first scenario assumes that economic growth and progress in implementing national development plans are significantly slowed by the unfolding global economic crisis. The second assumes that the impact of the economic crisis on growth and spending will be more contained over the nine-year time horizon.

Methods:

Quantitative secondary data analysis. "In order to obtain the baseline projection from the CSES 2003-04, a model is estimated of the determinants of children's participation in the economic activity and, within the economic activities, in worst forms of child labour. A baseline equation for 2004 is first estimated that explains children's participation in economic activity as a function of a set of individual, household and community variables. A similar equation is then estimated that explains children involvement in worst forms conditioning on children being economically active, again as a function of a set of individual, household and community characteristics".

Results:

"The estimation results show that even in the highest-cost scenario the resources required for eliminating worst forms are not large – about US$10 million per year, equivalent to two percent of annual overseas development assistance. This suggests that eliminating worst forms over the envisaged nine-year time horizon is by no means an unrealistic goal. Indeed, with a relatively modest additional resource investment, the goal of eliminating worst forms of child labour appears well within reach in Cambodia".

General Child Protection

Jordanwood, Mia., 'Protecting Cambodia's Children: The Role of Commune Committees for Women and Children and Informal Community-Based Child Protection Mechanisms in Cambodia', World Vision Cambodia, Phnom Penh, 2016, <http://bettercarenetwork.org/sites/default/files/Protecting%20Cambodia%27s%20Children.pdf>, accessed 1 November 2017.

Methods:

Qualitative - semi-structured interviews with key informants, FGDs and desk review.

"This study was conducted primarily through qualitative methods—semi-structured interviews with 129 key informants and focus group discussions with 127 community groups across 32 Communes/Sangkats in ten provinces and Phnom Penh. The sites were selected from within target areas of the four INGOs and a multi-lateral organization who commissioned the study. In addition, 12 interviews were conducted with key informants at national level and 65 documents were reviewed."

Key points from executive summary:

- o "Child protection services at the village level are underfunded, with no dedicated funding from MoSVY and insufficient funds for CCWCs.
- o Commune budgets tend to favour infrastructure projects over social services, and the process to use funds for social services is more complex than other sectors and projects. This may reflect a lack of knowledge on potential services that could be funded by local Commune budgets.
- o When NGOs support planning and budgeting processes, the result is increased allocation of the CIP to social services".

Recommendations for government:

- o MoSVY should adopt clearer strategies to establish a comprehensive social service delivery system that will increase child protection social services at village and commune levels in the long term and develop a clear funding request to the Royal Government of Cambodia for adequate budget to implement the system.
- o As part of this strategy, funds to CCWC though MoI should be increased with a greater focus on prevention activities, data collection, costs for home visits and responding to cases of child and domestic abuse.
- o The Commune process for requesting and receiving funds for social services should be reviewed and simplified.
- o CCWCs should educate citizens on social services that can be funded through the CIP.

Recommendations for NGOs, civil society and other partners:

- o NGOs should continue to support CCWCs to fulfil their mandated roles according to government policy, including supporting child protection services at the local level, and provide inputs into the development of a national system for social services.
- o NGOs should continue to expand support for CCWC and Commune Councils in planning and budgeting processes, and advocate for increased allocation of budgets to social services (at Commune, District and Provincial level).
- o NGOs should support citizen participation in influencing and monitoring Commune budgets

Activities and responsibilities (programmes):

- o Many CCWCs had moved beyond their role described in policy, and were providing child protection services. These services were often inadequate and in some cases placed children at continued risk.
- o CCWCs' limited technical capacity results in inadequate response to child protection cases. For example, an overreliance on reconciliation of cases places victims at continued risk; sexual abuse cases other than rape were not always identified; an overreliance on shelters and residential care institutions as the primary response for children who have been raped.
- o The involvement of local civil society groups, specifically parent and children's groups, can lead to increased reporting of child abuse to authorities, and can positively impact CCWC functioning.
- o NGOs were often the main providers of child protection services, but these programmes were often decided at national level with limited input from CCWCs and do not cover the whole population.
- o A lack of faith in the justice system hampered efforts to prosecute abusers, and the justice system is not child friendly, confidential or affordable.
- o Informal kinship care is an intrinsic part of community-based child protection.
- o An NGO programme supporting social workers who received referrals from CCWCs was effective and successful.

Recommendations for government:

- o MoI should review and amend the roles of CCWCs to bring greater clarity to their responsibilities, including their monitoring function, and the involvement of children, women, social workers and religious leaders in the committee.
- o The monitoring function of CCWCs should be further strengthened, supporting CCWCs to use information collected to link with NGO services and ensure coordination of services with local providers.
- o Further focus and guidelines on child and youth engagement and participation in CCWCs are required, and ensure their involvement aligns with their best interests.
- o CCWCs should promote community-based care and prevent unnecessary placement of children in residential care.

- o MoI should collaborate with MoSVY to provide further capacity building to CCWCs on:
  - o Budgeting for child protection issues,
  - o Identification and monitoring of vulnerable children,
  - o Ensuring the safety of children when responding to domestic violence or sexual abuse cases,
  - o The benefits of linking to community based care programmes and the negative impact of residential care on child development,
  - o Referral processes to services (either government or NGO).
- o Strengthen the implementation of domestic violence laws to ensure prosecution (and incarceration) of offenders and enhance support for victims.
- o Reinforce existing laws with Commune Councillors, CCWC members and Police to ensure citizens are not required to pay informal feed to try cases and ensure the justice system provides confidentiality and access for children.

Recommendations for NGOs, civil society and other partners:

- o In the medium term, NGOs should expand programmes providing social workers/services (for victims and vulnerable children and families) that CCWCs can refer to, and support the strengthening of coordination mechanisms between the CCWCs and service providers (including identifying geographic gaps in service provision).
- o Further advocate for the allocation of local Commune budgets for social workers. Strengthen staff knowledge and understanding of the CCWC roles (as outlined in policy) and ensure partnerships support the CCWCs capacity to identify and refer child protection cases.
- o Further support government efforts to reduce residential care by mapping options for community-based care and explicitly link new opportunities with CCWCs.
- o Support programmes and mechanisms that provide opportunities for citizens to express needs to CCWCs, and influence decision making regarding child protection services at the local level.
- o Collaborate with sub-national governments at District and Provincial level to ensure referrals and networks between NGOs and CCWCs are well coordinated.
- o Continue to evaluate, research and explore opportunities for kinship care in Cambodia and develop viable models

Administrative structure and accountability:

- o CCWC members have confusing reporting lines to different Ministries which undermines focus and commitment of members (from the police, health center, school, and to a lesser degree Commune Council).
- o WCCCs do not appear to engage with or support CCWCs in a substantive manner.

Recommendations for government:

- o MoI must clarify the roles and responsibilities of the members of CCWCs and build accountability mechanisms. New standards (that can be monitored) should be clearly established in policy. The new standards should also detail the roles, responsibilities, and participation of police, health centres, schools, Commune Councilors, and other government actors.
- o Responsibilities for information sharing (such as police sharing information on child abuse cases reported) should be made more clear, and ensure other CCWC members are responsive to their role when information s shared with them.
- o MoI should clarify how WCCCs can coordinate and better support CCWCs to fulfil their mandate for child protection; this will require amendments to existing Prakas, or new policies, to detail the timing of interactions, monitoring and accountability mechanisms, and responsiveness of WCCCs to the issues raised through CCWCs for further support

Recommendations for NGOs, civil society and other partners:

- o NGOs should ensure their programmes support the diverse make up of;
- o CCWCs and maximize the link to other sectors.

World Vision., 'Child Protection – Policy Brief 2015', World Vision, 2015, <http://ticambodia.org/library/wp-content/files_mf/1449843471WorldVisionCambodiaChildProtectionPolicyBrief20151.pdf>, accessed 23 October 2017.

Key recommendations:
World Vision calls for the Royal Government of Cambodia to: Strengthen existing child protection mechanisms through improved coordination of national and sub-national level actors, and increasing human, technical, and financial resources to local institutions; and improve the clarity and implementation of existing child protection laws, policies, standards, and regulations.

UNICEF., and Government of Cambodia., 'Summary Mid-Term Review Report: Royal Government of Cambodia and UNICEF Programme Action Plan 2011-2015', November 2013.

Aim:

The report outlines the plans for the child protection programme.

Summary:

The programme will continue to focus on:

- o Strengthening systems to prevent and respond to at risk groups of children (including those with disabilities and HIV;
- o Addressing social norms to enhance the protective roles of families and communities.

The programme will:

- o Continue to improve social work and the social welfare sector;
- o Advocate for inclusive child protection initiatives;
- o Continue working on justice for children, but increasingly at the macro level, with an emphasis on policy and institutional capacity building and mainstreaming justice for children into the overall child protection agenda.

The second half of the programme will focus on family strengthening through prevention of institutionalization and promotion of alternative care. It will also focus on barriers to social change with respect to de-institutionalization and promotion of alternative care.

UNICEF., *UNICEF Cambodia Child Protection Strategy 2016 – 2018*, 2016.

Key outcome:
Under the next UNICEF and Government of Cambodia country programme for 2016-2018, the key outcome for child protection is that by 2018, girls and boys vulnerable to and exposed to violence and those separated from their family, or at risk of separation, are increasingly protected by the institutional and legislative frameworks, quality services, and a supportive community environment.

To achieve this outcome, the child protection programme will adopt a systems-strengthening approach to overcome the major barriers that exist to the functioning of a comprehensive child protection system in Cambodia. With a specific focus on preventing and responding to violence against children and reducing unnecessary separation, including deinstitutionalisation, UNICEF will support five major strategies. They are: strengthening the capacities of children, families and communities to develop positive; secure and nurturing practices and behaviours; improving the quality of, and access to, child protection services at sub-national levels; strengthening national and sub-national capacities to plan, monitor and budget for scaling up preventive and responsive child protection interventions, and strengthening the capacity and service delivery to ensure that children's right to protection from violence and unnecessary family separation are sustained and promoted in humanitarian situations.

In addition, the programme will support specific approaches to enhance the abilities of adolescents to adopt safe practices that reduce their risks and vulnerabilities."

Child health

Göransson, Ann-Magreth., and Eivor Johansson, 'Seven Health Workers' Experience of Promoting Child Health in Cambodia A Qualitative Study', Masters University of Borås, 2011, <http://bada.hb.se/bitstream/2320/12499/1/M2011_91.ENG.pdf>, accessed 23 October 2017.

Methods:

Qualitative interviews: "The study was performed according to a qualitative approach and consists of eight interviews conducted with health workers who work in government, NGOs and the private clinic. Interviews and text material was analysed by qualitative content analysis".

Results:

"The results show that at the state level are given opportunities to work health promotion in order to influence children's health and at the practical level turns out, however, limitations in the form of various health obstacles. The result can be used to discuss what can promote and restrict children's health. Health workers believe that it is important to invest in that all children should have the opportunity to go to school and that education leads to one of the fundamental rights, the best possible health".

Child marriage

Inter-Parliamentary Union., and World Health Organization, 'Child, Early and Forced Marriage Legislation in 37 Asia-Pacific Countries'*,* 2016, <http://www.ipu.org/pdf/publications/child-marriage-en.pdf>, accessed 1 September 2017.

Summary:

Legal analysis of legislation in the region that relates to CEFM (Child, early and forced marriage). Cambodia is considered on pgs. 31-33. Interactions between CEFM and trafficking in Cambodia are discussed.

Violence against children

Fang, Xiangming., et al, 'The Burden of Child Maltreatment in the East Asia and Pacific Region', *Child Abuse & Neglect*, vol. 42, 2015, pp. 146–162.

Aim:

"This study estimated the health and economic burden of child maltreatment in the East Asia and Pacific region, addressing a significant gap in the current evidence base".

Methods:

"Systematic reviews and meta-analyses were conducted to estimate the prevalence of child physical abuse, sexual abuse, emotional abuse, neglect, and witnessing parental violence. Population Attributable Fractions were calculated and Disability-Adjusted Life Years (DALYs) lost from physical and mental health outcomes and health risk behaviours attributable to child maltreatment were estimated using the most recent comparable Global Burden of Disease data. DALY losses were converted into monetary value by assuming that one DALY is equal to the sub-region's per capita GDP".

Results:

"The estimated economic value of DALYs lost to violence against children as a percentage of GDP ranged from 1.24 per cent to 3.46 per cent across sub-regions defined by the World Health Organization. The estimated economic value of DALYs (in constant 2000 US$) lost to child maltreatment in the EAP region totalled US $151 billion, accounting for 1.88 per cent of the region's GDP. Updated to 2012 dollars, the estimated economic burden totalled US $194 billion. In sensitivity analysis, the aggregate costs as a percentage of GDP range from 1.36 per cent to 2.52 per cent. The economic burden of child maltreatment in the East Asia and Pacific region is substantial, indicating the importance of preventing and responding to child maltreatment in this region. More comprehensive research into the impact of multiple types of

childhood adversity on a wider range of putative health outcomes is needed to guide policy and programmes for child protection in the region, and globally."

Nho, Choong R., and Tola Seng, 'Predictors of Cambodian Parents' Perceptions of Corporal Punishment', *Asian Social Work and Policy Review*, vol. 11, no. 2, 2017, pp. 168–180.

Aim:

"This cross-sectional study was conducted to examine the predictors of parents' positive perceptions of using corporal punishment on their children. We investigated whether there is a gender difference in the use of corporal punishment according to parents' gender and socioeconomic variables and what factors predict Cambodian parents' positive perceptions of the use of corporal punishment toward sons and daughters".

Methods:

Quantitative secondary data analysis of survey data:

"Data for this study was collected from the 2014 Cambodia Demographic and Health Survey (CDHS), a part of the Demographic and Health Surveys Programme, a worldwide project that assists countries to collect data to monitor and evaluate population, health, and nutrition programmes.
The CDHS is a nationally representative survey of 15,825 households including 17,578 women and 5,190 men aged 15–49 (National Institute of Statistics, Directorate General for Health & ICF International 2015). However, there are two separate questionnaires; the men's questionnaires only apply to a subsample of households, so not all data of currently married women can be matched to men's data. Because we were interested in gender differences in physical punishment between mothers and fathers and boys versus girls, we selected both mothers and fathers who completed their own questionnaires, which generated 3,128 couples. We then selected couples with at least one child. We finally used data from a total of 2,816 women and 2,816 men."

Results:

"Cambodian parents hold different views on raising boys versus girls. Younger parents with more children, limited education, low socioeconomic status, unemployed, living in rural areas, and parents who hold positive perceptions of spousal abuse of women were more likely to approve of the use of corporal punishment. Our results present implications for social work practice and policy, particularly in child welfare in Cambodia. Most importantly, in order to

prevent the use of corporal punishment on children in the home, the government of Cambodia as well as domestic and international organizations need to make more active efforts to promote parenting education".

UNICEF Cambodia, et al, 'Findings from Cambodia's Violence Against Children Survey 2013', Ministry of Women's Affairs, Cambodia, 2014, <http://srsg.violenceagainstchildren.org/sites/default/files/documents/docs/Cambodia_VAC_National_Survey_Summary_English.pdf>, accessed 24 October 2017.

Methods:

Mixed methods – national survey and semi-structured qualitative interviews**.**

Survey methods: "The study consisted of a cross-sectional household survey of 13- to 24-year-old females and males to estimate the burden of violence against children in Cambodia. Specifically, the survey estimates lifetime prevalence of childhood violence before age 18 and the prevalence of childhood violence in the 12 months prior to the survey among 13 to 17-year olds. The sampling frame was originally compiled by the National Institute of Statistics (NIS) for the national population census in 2013. A total of 2,560 individuals were invited to participate in the study with 1,121 females and 1,255 males completing the questionnaire (2,376 in total), which produces individual response rates of 93.7 per cent for females and for males of 92.1 per cent."

Qualitative Interview methods "In addition to the national survey, a qualitative research was carried out to inform and generate a better and more in depth understanding of the quantitative findings of the CVACS, with a focus on the disclosure of violence. An overall research framework was tailored to different age groups that were divided by sex. In total, 117 participants took part in the qualitative research: 55 females and 62 males which was conducted in November 2013. The qualitative findings are meant to add to understanding the context in which the quantitative findings are presented, however cannot be directly compared."

Key findings (as listed in executive summary):

o **Prevalence of violence against children** Physical violence experienced in childhood: Physical violence was the most commonly reported type of violence by all participants regardless of age or sex. Over half of both females and males aged 18 to 24 (52.7 per cent and 54.2 per cent, respectively) reported at least one experience of physical violence prior to age 18. Females and males in the younger age group, 13 to 17 years, reported similar rates of physical violence (61.1 per cent and 58.2, respectively). Among all respondents who reported experiencing physical violence before age 18, more than three quarters experienced multiple incidents. Children were commonly exposed to violence at home and in the community: in the 12 months prior to the survey, over a third of both females and males aged 13 to 17 had witnessed physical violence in their home. Four in 10 witnessed violence in their community during the same period. In the qualitative research, participants of all ages readily identified experiences of violence in schools, homes and communities. In school, violence was reported as occurring between children of the same age, usually in the form of bullying and fighting, and children also reported being beaten by children older than them. Children described a wide range of ways that physical discipline can be meted out by teachers as punishment for unapproved behaviour, ranging from minor indiscretions to serious misbehaviours. Direct experiences of violence in the home were described by some female participants and more often by male participants, but nearly all were able to recall incidents of violence in other people's homes in their communities.

o **Prevalence of emotional violence experienced in childhood:** Emotional violence in childhood was reported by one in five females and one in four males aged 18 to 24. Among 18 to 24-year olds who reported emotional violence, most (approximately 8 in 10) of both females and males reported multiple instances of emotional violence prior to age 18. Nearly 3 of 10 females and males 13 to 17 years of age experienced emotional violence by a parent or caregiver. Almost 1 in 10 females and males 13 to 17 years of age reported emotional violence by a parent or caregiver in the past year. Among females and males 13 to 17 years of age who experienced emotional violence by a parent or caregiver, the majority (70.8 per cent of females and 82.6 per cent of males) reported multiple instances of emotional violence.
In the qualitative research, both female and male participants of all ages described being "blamed" and "cursed at" by parents, which made them feel "sad", "depressed" and "demotivated to study". The main concern, arising from "shouting", "blame" and "cursed at", was that children did not always understand why they were being admonished. Children reported finding these actions confusing and they indicated a build-up of resentment towards their parents or caregivers. They said they would prefer that their parents explained any problematic behaviour or concern to them, giving advice, talking and engaging them.

o **Prevalence of sexual abuse experienced in childhood:** 4.4 per cent of females and 5.6 per cent of males aged 18 to 24 experienced at least one incidence of sexual abuse before the age of 18. More than 6 per cent of females and 5 per cent of males aged 13 to 17 reported at least one experience of sexual abuse. Sexual abuse was likely to have occurred multiple times in childhood: more than 7 in 10 females and nearly 9 in 10 males aged 18 to 24 who experienced sexual abuse experienced multiple incidents prior to age 18. Of those aged 18 to 24 who first had sexual intercourse before age 18, one in four females and 1 in 11 males reported this intercourse as unwanted, meaning they were forced or coerced into sex. The age at the first incident of

childhood sexual abuse among those aged 18 to 24 differed by sex with most girls (62.2 per cent) experiencing their first incident at 16-17 years while most boys (72.9 per cent) experienced their first incident at age 13 or younger. The average age for first incident of sexual abuse was 15 years for females and ten years for males aged 18 to 24.

In the qualitative research, most female groups discussed specific instances of sexual violence including rape, being touched inappropriately on the chest (females), bottom, penis or vagina. Males did not volunteer sexual violence as a type of violence, although they were open to discussing it when asked direct questions. Males appeared to have varying knowledge of sexual violence, with some saying they had heard rumours of a person being raped while others cited specific examples that they were aware of in their communities. Both females and males linked sexual violence to trafficking. They talked about sexual assaults of girls, mainly by male adults, as well as violence against women perpetrated by husbands.

o **Overlap of childhood sexual, physical, and emotional violence:** Approximately 6 in 10 of both females and males across all ages experienced at least one form of violence during their childhood, physical, emotional, and/or sexual. Nearly one quarter of females and males aged 13 to 17 reported to have experienced more than one form of violence.

o **Perpetrators of childhood sexual violence:** Among both female and male 18 to 24-year olds who experienced sexual abuse prior to age 18, neighbours were the most common perpetrators of the first incident of sexual abuse. Among females aged 13 to 17, friends were the most common perpetrator of the first incident of sexual abuse, while males aged 13 to 17 were more likely to cite family members as the perpetrator of the first incident of sexual abuse. More than half of all respondents who experienced sexual abuse prior to age 18 reported that the perpetrator of the first incident was five or more years older. Among 18 to 24-year-olds, multiple perpetrators were involved in more than 1 in 10 of first incidents of sexual abuse involving females and over 1 in 4 of those involving males. For both females and males aged 13 to 17 and 18 to 24, the great majority of perpetrators of the first incident of sexual abuse were male. Females were the perpetrator in the first incident of sexual abuse, prior to age 18, reported by approximately 1 in 4 females and 1 in 10 males aged 18 to 24.

o **Context of childhood sexual abuse** (**Where and when the sexual abuse occurred):** Of those who experienced sexual abuse prior to age 18, the respondent's home was the most commonly reported location of the first incident of sexual abuse for almost half of females and over a third of males aged 18 to 24. School was the location of the first incident of sexual abuse for 17.2 per cent of females and 12.9 per cent of males aged 18 to 24 and 26.3 per cent females and 10.4 per cent males aged 13 to 17. Among males aged 13 to 17, the respondent's home was reported at significantly higher rates than any other location except for someone else's home. For females, sexual abuse was more likely to occur in the evening than late at night. In the qualitative research, girls and young women most frequently said they felt most safe in places where there were many other people such as markets and certain shops. Their biggest fear was being alone in an isolated place where they felt at risk, particularly of sexual violence. In comparison, boys and young men seemed to prefer less crowded places because they felt less at risk of being drawn into fights or of being challenged by groups of youths, compared to crowded places, particularly festivals and parties. Despite the fear of physical punishment, schools were also regularly cited as safe places where children enjoyed spending time. Whether places were busy or quiet, near or far from home, a recurring theme was that anywhere that alcohol was consumed or marijuana was smoked posed a risk of violence for boys and girls.

o **Perpetrators of childhood physical violence:** Mothers were the most common perpetrator of the first incident of childhood physical violence among females and males aged 13 to 17 and 18 to 24. Teachers were the most common perpetrators of physical violence outside of home settings among females and males aged 13 to 17 and 18 to 24, with male teachers more likely to be cited than female teachers across all groups.

o **Perpetrators of childhood emotional violence:** Mothers or stepmothers were the most commonly cited perpetrator of the first incident of childhood emotional violence by females and males in both age groups followed by fathers or stepfathers. Fathers or stepfathers were cited more often among males than females aged 13 to 17.

o **Service-seeking behaviour for violence** Almost half of females and over three quarters of males aged 18 to 24 never told anyone about an incident of sexual abuse. A similar number of females, and close to 9 out of 10 males aged 13 to 17 never told anyone about an incident. Among 18 to 24-year olds, approximately a third of females and only 1 in 17 males sought help following an incident of sexual abuse. Similar results were found for those aged 13 to 17. In regards to physical violence, less than a third of Cambodian females and 1 in 8 males aged 18 to 24 sought help for any incidence of physical violence. Similar results were found for those aged 13 to 17. Among those who sought help, most did so from relatives (84 per cent and 85 per cent for females and males, respectively).

In the qualitative research, participants talked about the reasons that children do not tell others, especially adults, about incidents of violence that are committed against them or that they witness. A major reason among girls and young women not disclosing or seeking help was that they feared being admonished for gossiping ("Make yourself clean first" [before you say bad things about someone else]) and being told to mind their own business. They reported that it was particularly difficult for them to talk about sexual violence because adults might find it unacceptable for females to speak words of a sexual nature, regardless of the context. Boys said that they did not tell anyone about specific incidents, because they were too shy, they felt that there was no point because no one could help, and feared being accused of gossiping about adults. Older males complained about inconsistent police and judicial action, which discouraged them from reporting

> violence and seeking help. In cases of serious violence, some girls in Phnom Penh said they knew of a phone hotline they could call for help.

Parenting programmes

Lim, Bouyheak., and Channika Pot, 'An Indexing of Parenting Programmes in Cambodia', Royal University of Phnom Penh, Department of Psychology, September 2015, <http://masterofpsychology-rupp.com/wp-content/uploads/2016/11/Final-Report-on-Indexing-Parenting-Programs-in-Cambodia-Upload.pdf>, accessed 24 October 2017.

Overview of research:

"This indexing exercise aimed to gather information about existing parenting programmes implemented in Cambodia. It looked at programmes providing parenting support or interventions aimed at promoting effective parenting and healthy child development".

Methods:

Mixed methods, Qualitative/Quant survey with closed and open ended questions.

Respondents:
"In total, 25 non-governmental organizations (NGOs) were contacted via email or phone, and six relevant line ministries were approached for an interview. There were 11 NGOs and three ministries who agreed to participate. The non-participating NGOs or ministries appeared not
to have parenting programmes, stated they were busy in the months of June and July or did not respond to the request.
Participating NGOs and ministries:
1. Save the Children and Social Services of Cambodia (SSC)1
2. Investing in Children and their Societies (ICS)
3. International Cooperation Cambodia (ICC)
4. Transcultural Psychosocial Organization (TPO)
5. Karol and Setha
6. HEDC – International
7. World Vision
8. Peace Bridges
9. Krousar Yoeung
10. Family Radio (FM 99.5)
11. The Department of Women and Education of the Ministry of Women's Affairs
(MoWA)
12. The Department of Early Childhood Education of the Ministry of Education, Youth
and Sport (MoEYS)
13. Ministry of Interior (MoI)."

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- Findings from Cambodia's VAC Survey 2013   October 2014   Steering Committee on Violence Against Women and Violence Against Children
- Action Plan to Prevent and Respond to VAC 2017-2021   July 2016   Steering Committee on VAW and VAC
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- Policy on Child Protection in Schools   September 2016   MoEYS
- Clinical Handbook, Health Care for Children Subjected to Violence or Sexual   January 2017   MoH
- National Guidelines for Managing Violence Against Women and Children in the Health System   31 August 2014   MoH
- Minimum Standards for Basic Counseling for Women and Girl Survivors of Gender Based Violence   2016   MoH, MoWA
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- Case Status Update Approved by H.E. Touch Channy   13 October 2017   MoSVY
- Handbook for Commune Committees for Women and Children   2017   MoSVY
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- Procedures to Implement the Policy on Alternative Care for Children   October 2011   MoSVY
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- Enhancing Alternative Care Opportunities for Children with Disabilities in the Kingdom of Cambodia   2017 (Draft)   MoSVY, ISS, UNICEF
- Policy on Alternative Care for Children   April, 2006
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-	Manual on Commune/Sangkat Social Service Implementation	2018	MoI
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-	Study on Funding and Financial models of Residential Care Institutions in Cambodia	December 2016 (Draft)	UNICEF
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-	Emerging data on the number of RCIs and the number of children in them (DRAFT)		
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-	Concept note on supportive collaboration between the General Commissariat of National Police, Ministry of Interior and UNICEF Cambodia	May 2017	The General Commissariat of National Police, MoI, UNICEF
-	Report of the dissemination workshop on the explanatory note on domestic adoption and international instruments	October 2016	MoJ, UNICEF
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-	Minutes of the first Consultation Workshop on the Development of the 3-year strategic and operational plan to guide implementation of the Juvenile Justice Law	March 2017	MoJ, UNICEF
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- ISS Australia CWD Cambodia Foster Care of Technical Guidance		ISS Australia
- ISS Australia CWD Cambodia Small Group Homes Technical Guidance		ISS Australia
- Capacity development plan to enhance alternative care for CWD		MoSVY
- Evaluation Report Template		
- Final signed programme document 3PC		UNICEF, 3PC
- Signed programme document Open Institute		UNICEF, Open Institute
- Child Protection Programme Strategy Note	2018	UNICEF
- DCOF Report for Q3 2017	2017	UNICEF
- DCOF Report for Q4 2017	2017	UNICEF
- ToR for Consultant to Support EMIS		UNICEF
- Concept Note on CPIMS	June 2016	UNICEF
- CPIMS Working Paper	Jan 2018	UNICEF

Annex 10: Survey Report

Children's Experiences of Reintegration in Cambodia

Survey Report

December 2017 – February 2018

A GUIDE TO THE PRESENTATION AND INTERPRETATION OF THE DATA IN THIS REPORT

- The figures presented in the tables and charts have been rounded to the nearest whole number (or to one or two decimal places). Due to rounding, row or column percentages and counts may not add to the sum of each cell percentage and count.

- This report uses the "comparison of means" t-test, which is a statistical hypothesis test that involves one categorical independent variable (or factor) and one continuous dependent variable (e.g. age). This test is used to determine whether two populations are significantly different from one another. For example, whether boys are more satisfied with a particular outcome than girls, and vice versa.

- In addition, this report uses regression models. Regression is a statistical technique that allows researchers to examine the influence of a particular driver (e.g. risk factor) on an outcome of interest (e.g. feelings of safety), *while holding constant the influence of other factors that could potentially influence the outcome or driver.* These techniques are useful because they can explain the proportion of variance of one variable that can be predicted from the other, all else being equal, and, therefore, provide some information about causality. This report uses two variations of regression called "ordered probit" and "logistic" (logit). Ordered probit is the appropriate regression model to use when the outcome variable is "ordinal," i.e. it is measured on a scale (e.g. 1-5). Logistic (logit) regression is used when the outcome variable is binary (i.e. yes/no), for example, whether a child received material support.

- Unless otherwise stated, the ordered probit and logit regression models referred to in this report control for (i.e. hold constant) the following factors: age, gender, province and household wealth.

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Demographics of the survey sample

Individual characteristics of the respondents

Chart 1.1.1: Gender composition of the sample

Base: All respondents

The total number of children initially contacted to participate in the survey was 144. Only one child declined to be interviewed, yielding a final sample of 143 (response rate 99.3 per cent). The sample had a slightly larger number of female than male respondents, with female respondents accounting for just under 54 per cent of the sample and boys just under 46 per cent.

Chart 1.1.2: Age distribution of the sample

Base: All respondents
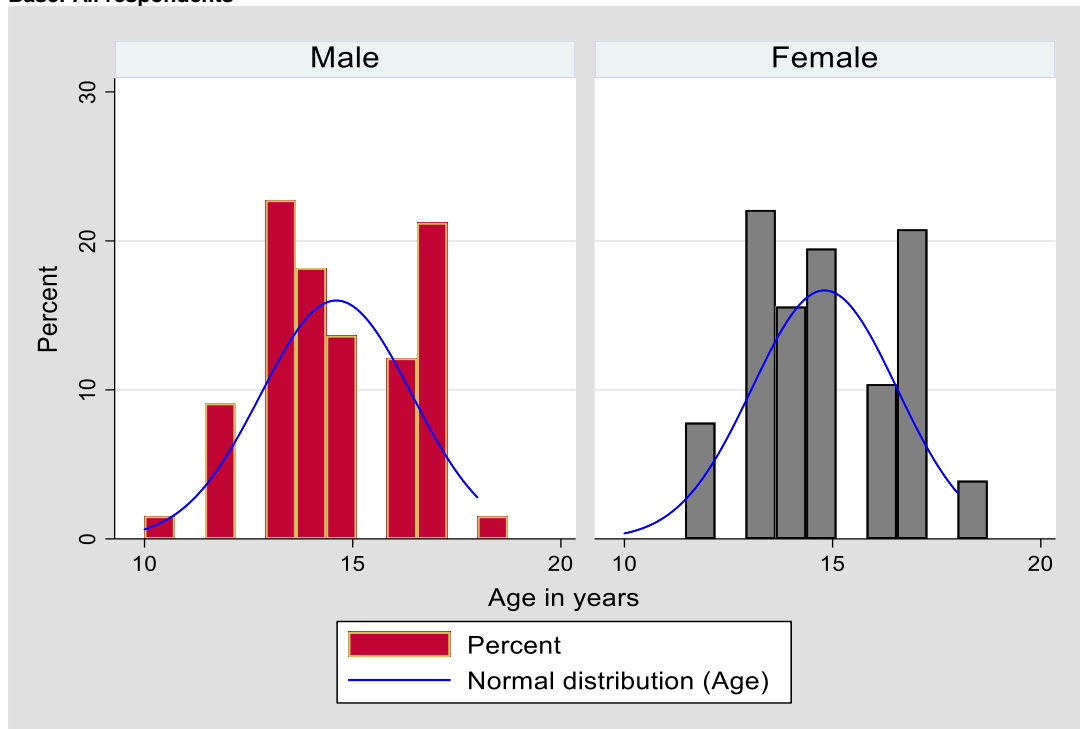
The children and young people in the sample ranged in age from 10 to 18. The mean age of the male respondents in sample was 14.6 years (SD 1.81) whereas the mean age of female respondents in the sample was slightly older, at 14.8 years (SD 1.74).

Table 1.1.1: Disability status of respondents	Boys (n=66)	Girls (n=77)	Total (n=143)
	[%]	[%]	[%]
Physical disability	1.5	0	0.7
Mental disability	0	0	0
No disability	98.5	100	99.3

Very few respondents reported having a disability. Neither male nor female respondents reported having a mental disability, and just one of the male respondents (1.5 per cent of the boys, and 0.7 per cent of the sample as a whole) reported having a physical disability.

Chart 1.1.3: Provinces where the respondents were located

Base: All respondents
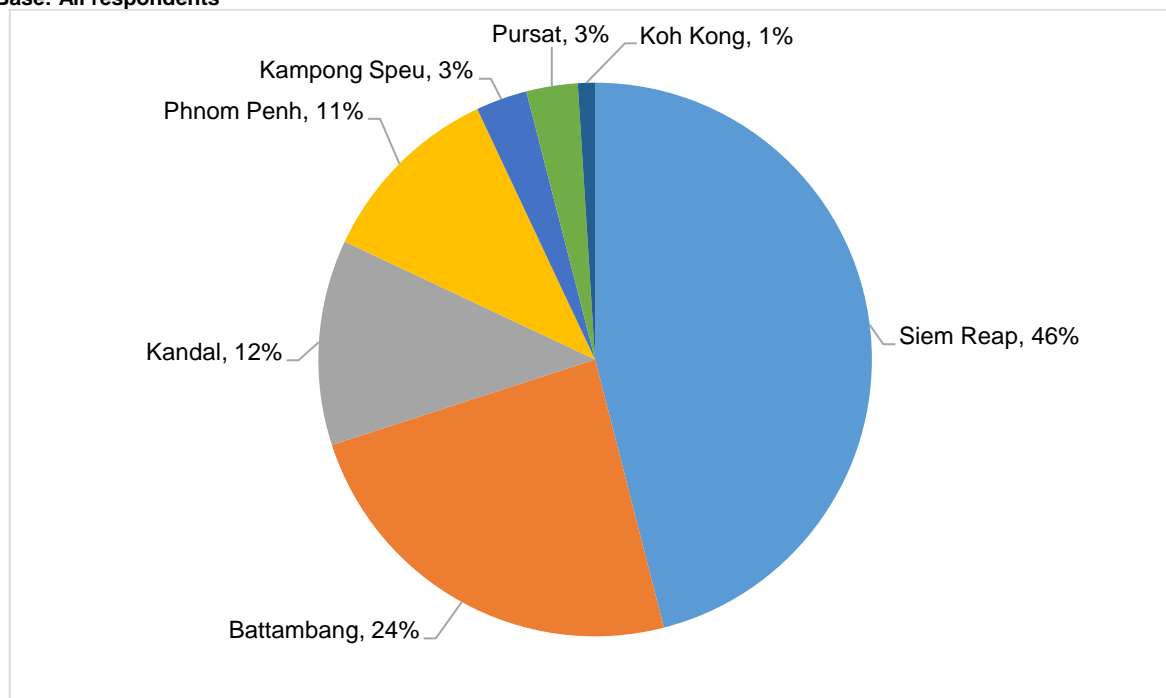
Almost half (46 per cent) of the children surveyed had been reintegrated to Siem Reap. The second largest group of children surveyed were those reintegrated to Battambang (24 per cent). Kandal and Phnom Penh were almost equally represented in the survey sample (12 per cent and 11 per cent respectively). Only a few respondents in the sample were reintegrated to provinces other than these, with respondents from Pursat and Kampong Speu accounting for 3 per cent of the sample each. Just one respondent was living in Koh Kong (accounting for 0.7 per cent of the total sample).

Chart 1.1.4: Religion of the sample
Base: All respondents
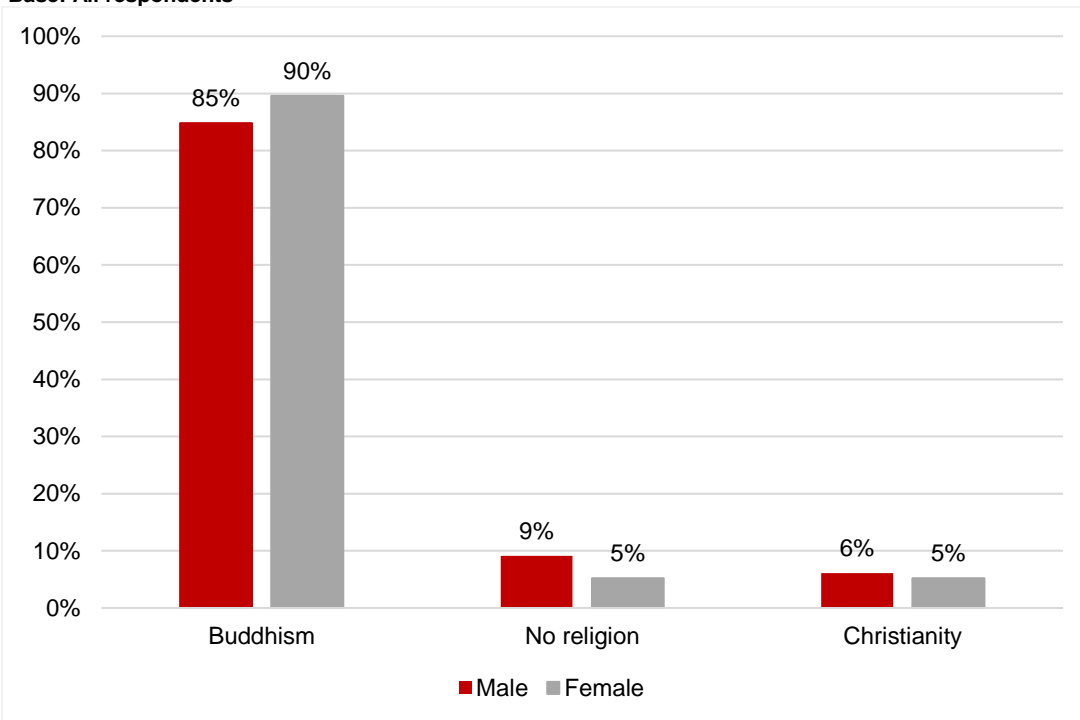
For both girls and boys in the sample, the overwhelming majority identified as belonging to the Buddhist religion (85 per cent and 93 per cent, respectively). Among male respondents, "No religion" was the next largest group (9 per cent), whereas for women an equal number (5 per cent) reported having "No religion" or belonging to the Christian religion.

Parents and siblings

Chart 1.2.1: Parents' relationship
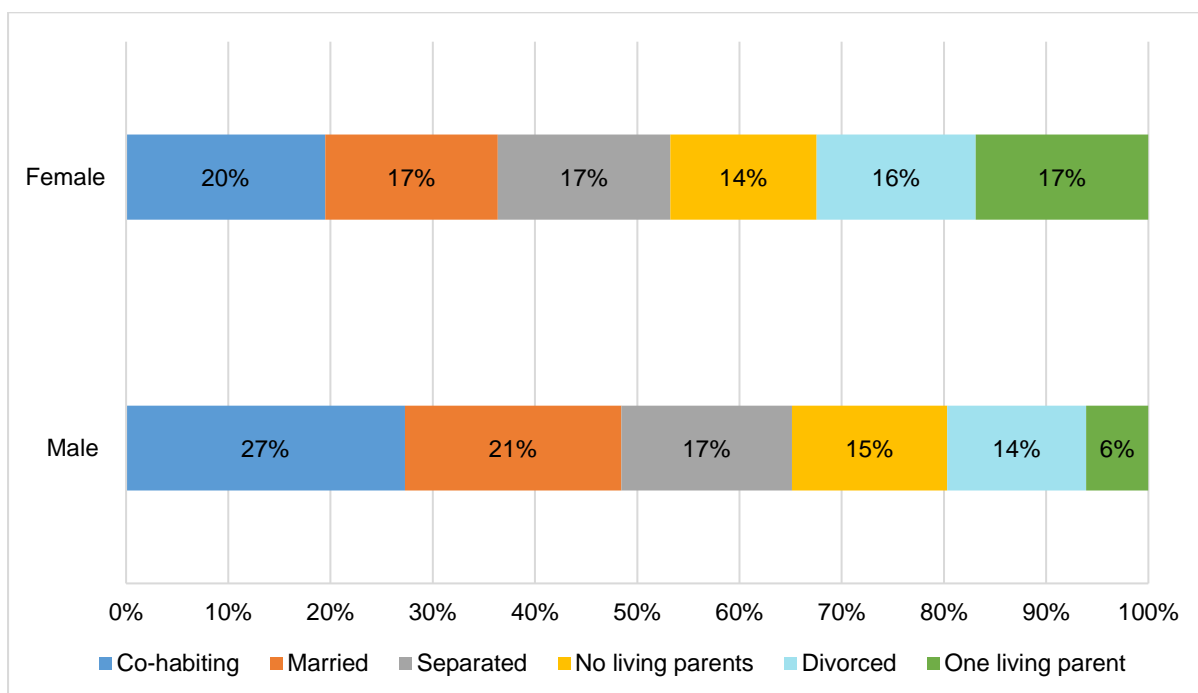
The largest share of the sample reported that their parents were alive and cohabiting (a fifth of girls and over a quarter of the male respondents). For both boys and girls, being an orphan was quite rare, with only around one in seven of the survey respondents reporting having no living parents.

Chart 1.2.3: Average number of siblings
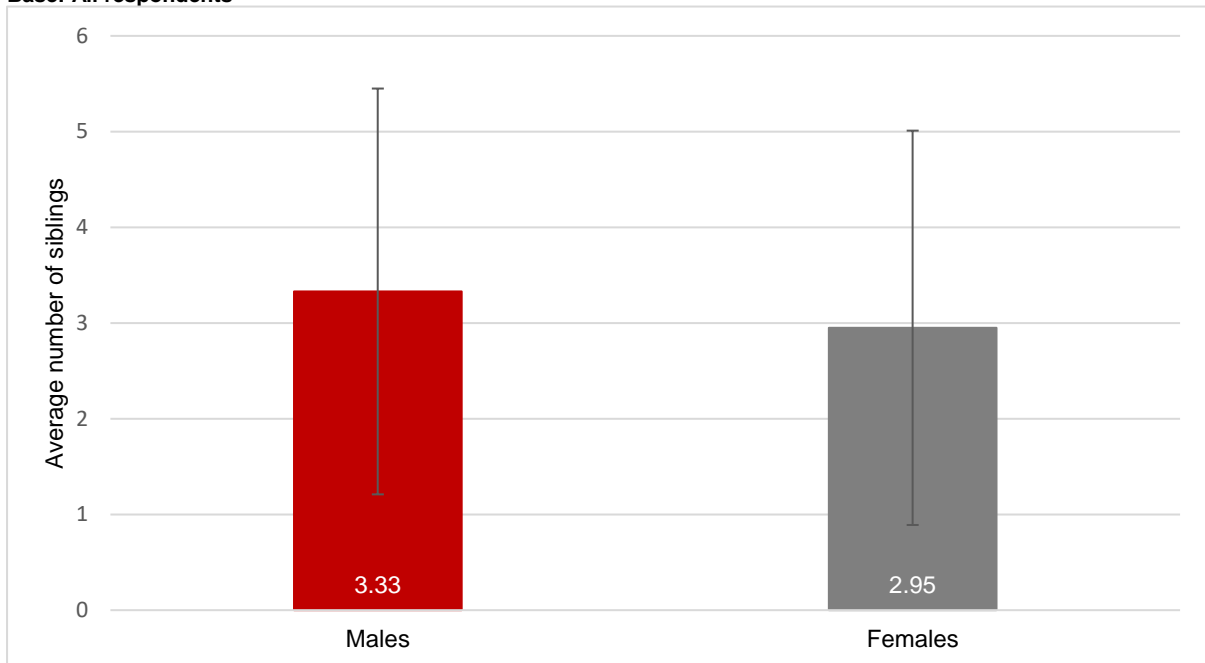**Base: All respondents**

Chart 1.2.4: Percentage of respondents with siblings who had at least one sibling living with them
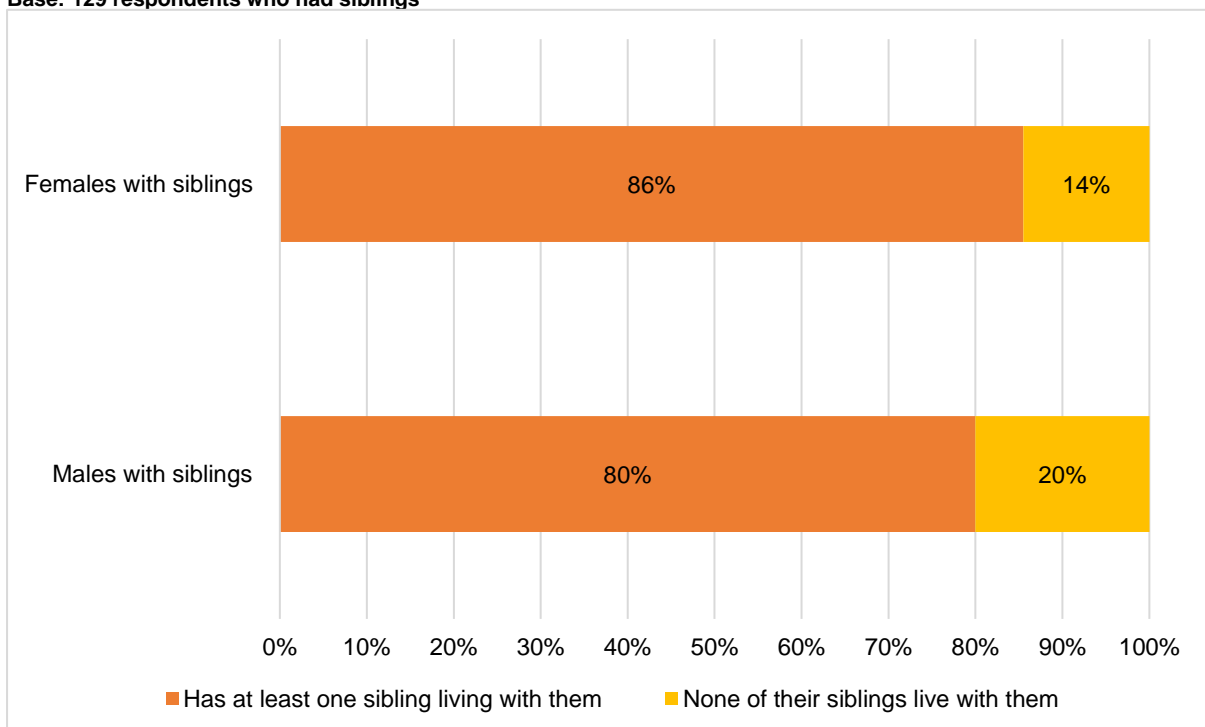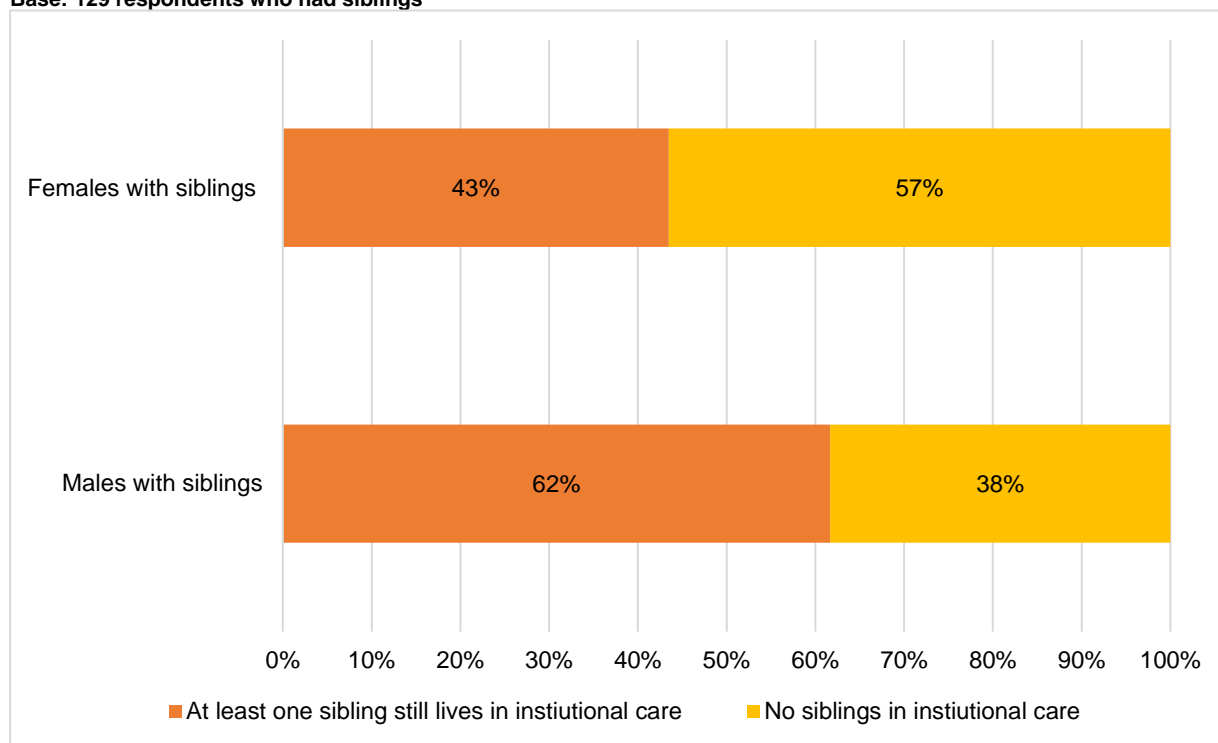**Base: 129 respondents who had siblings**

Chart 1.2.5: Percentage of respondents with siblings who had at least one sibling living in institutional care

Base: 129 respondents who had siblings

86 per cent of girls in the sample and 80 per cent of boys had siblings. Within those children that did have siblings, a similar percentage of boys and girls, a greater number of boys had at least one sibling who was still resident in institutional care (62 per cent of boys compared to 43 per cent of girls). This difference was significant when tested using a logit regression (p<0.01).

Pre-reintegration

Pre-reintegration living arrangements

Chart 2.1.1 Number of institutional care homes lived in pre-reintegration
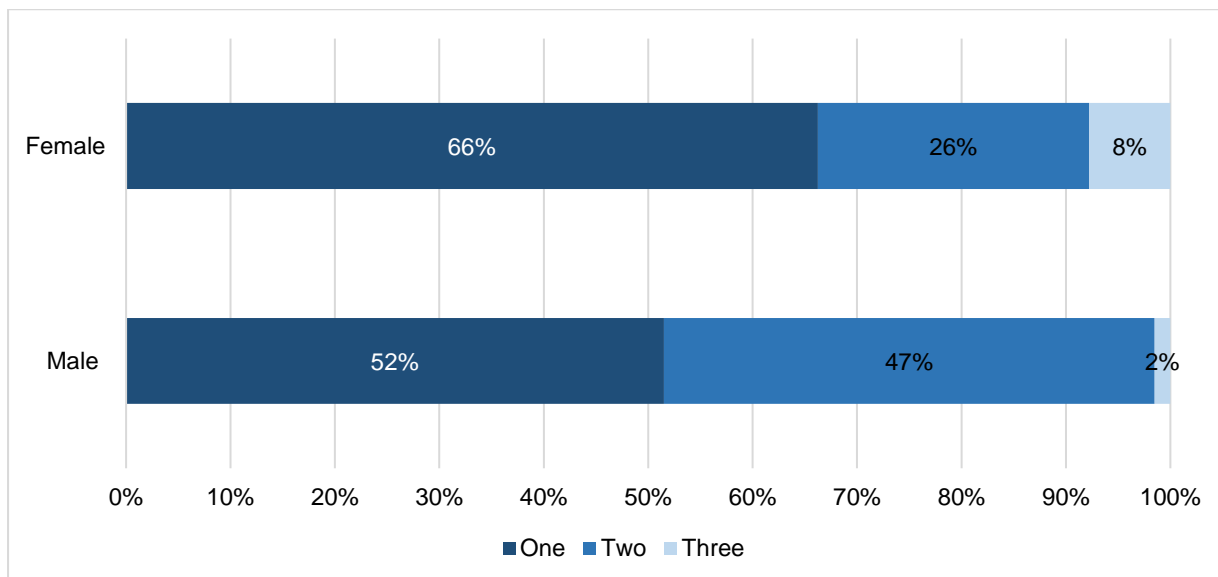
Just under half the boys in the sample (49 per cent) had lived in more than one institutional care home. In contrast, only slightly over a third of the girls in the sample had lived in more than one institutional care home (34 per cent). For both boys and girls who had lived in more than one institutional care home, the average number of institutional care homes was two and no one surveyed had lived in more than three institutional care homes prior to undergoing reintegration.

Chart 2.1.2 Mean age at first placement in institutional care
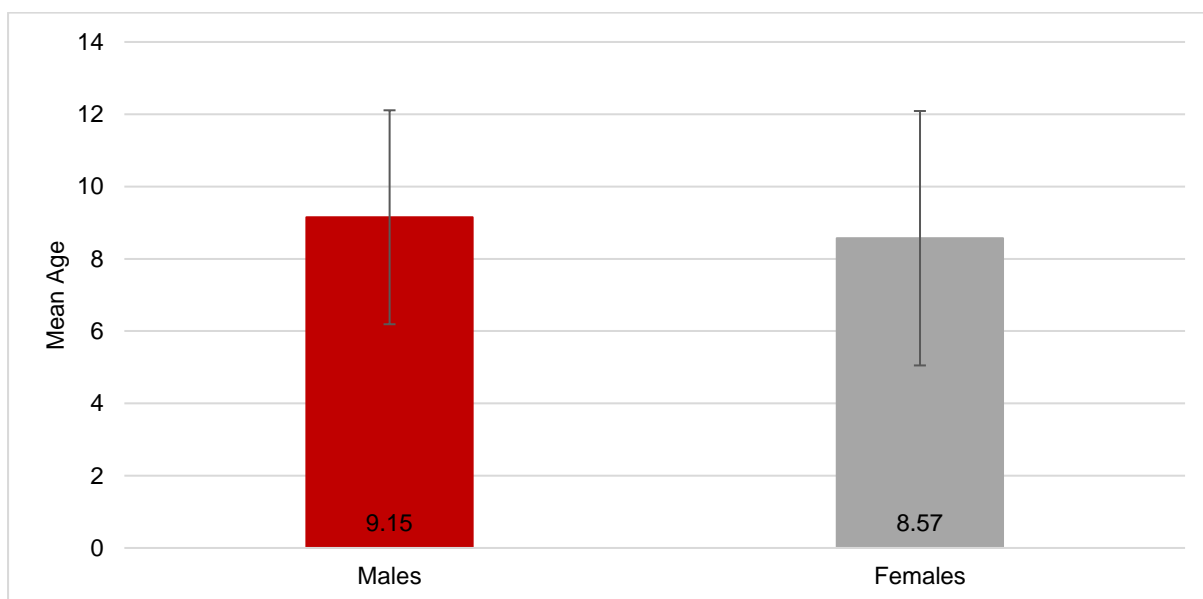
136 out of 143 respondents could remember how old they were when they first entered institutional care, and 7 respondents could not remember (3 girls, 42.8 per cent; and 4 boys, 57.1 per cent). The responses of those who could remember how old they were, suggest that

boys are slightly older than girls at the time of their first intuitional care placement. The mean age for girls was just over eight and half years, whereas the mean age for boys was a little over nine and half. A t-test showed that this gender difference between the mean age of first placement was statistically significant ($p < 0.1$), which means that boys this difference is unlikely to be due to chance alone.

Chart 2.1.3: Type of institutional care pre-reintegration
Base: All respondents
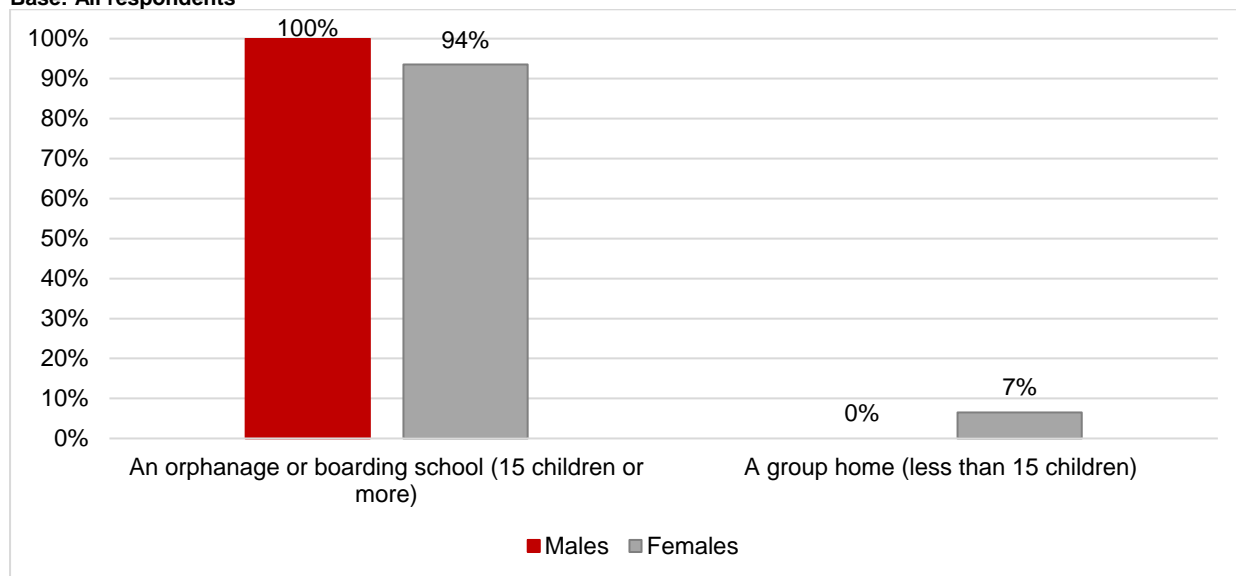
The overwhelming majority of the sample were living in institutions with a large number of resident children prior to undergoing reintegration. All the boys surveyed were living in an orphanage or boarding school with 15 or more residents prior to undergoing reintegration and 94 per cent of the girls were also living in an institution of this size.

Chart 2.1.4: Primary reason for placement in institutional care
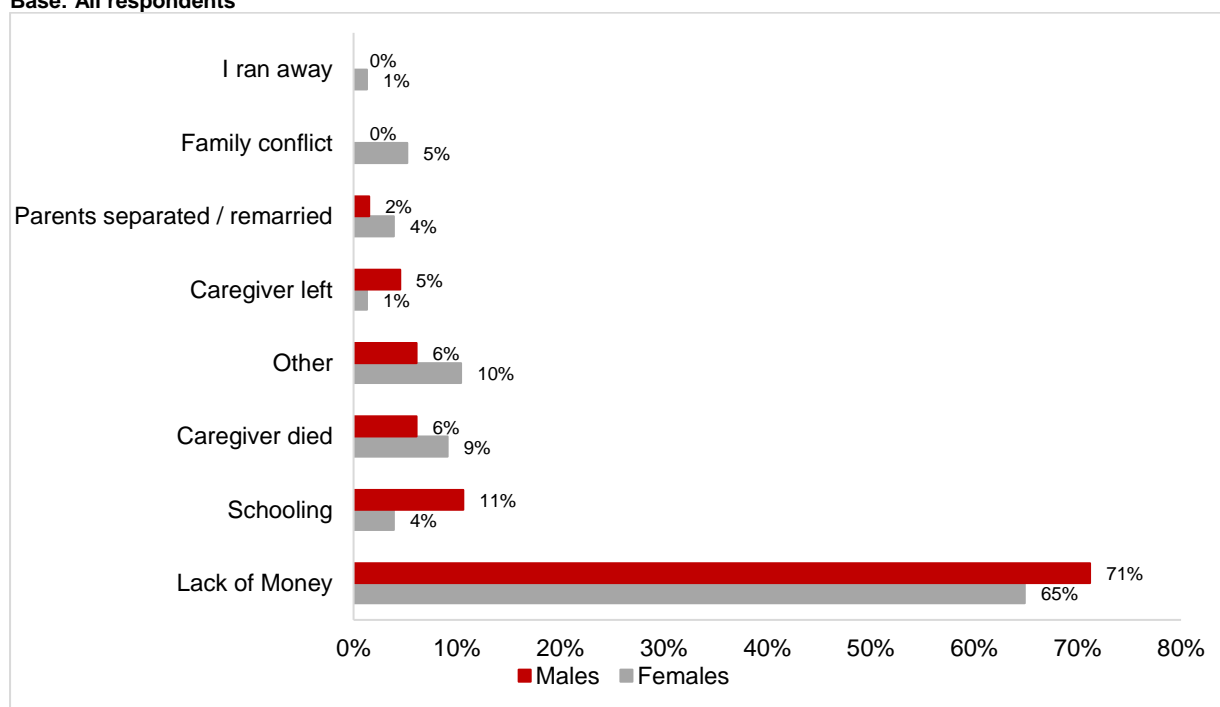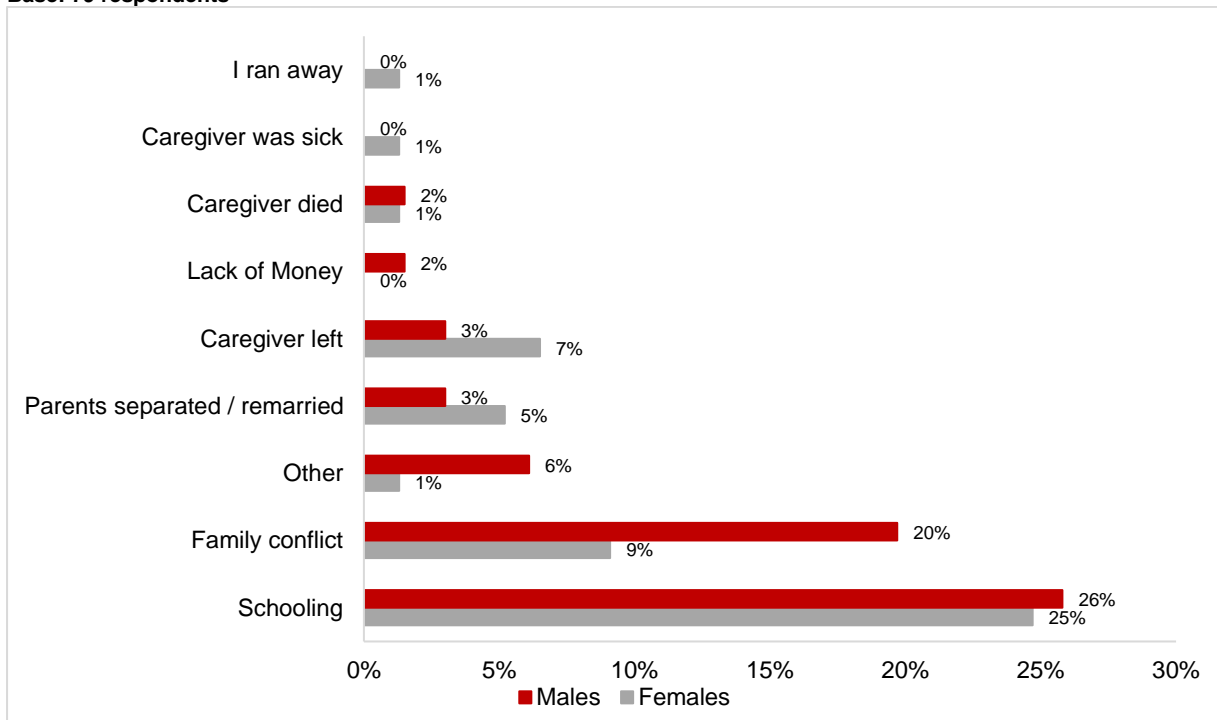**Base: All respondents**

Chart 2.1.5: Secondary reason for placement in institutional care
Base: 79 respondents

The majority of respondents believed that the primary reason that they had come to live in institutional care was lack of money (71 per cent of boys and 65 per cent of girls). Only 79 of the 143 respondents (55 per cent of the total sample) reported an additional (secondary) reason for being placed in institutional care. Among those who did report a secondary reason, schooling needs were the most frequently mentioned reason, with 26 per cent of boys and 25 per cent of girls citing this as the second most important factor that led to their placement in a residential care institution.

Assessment and pre-placement experience

Chart 2.2.1: Source of the decision to leave institutional care
Base: All respondents

125
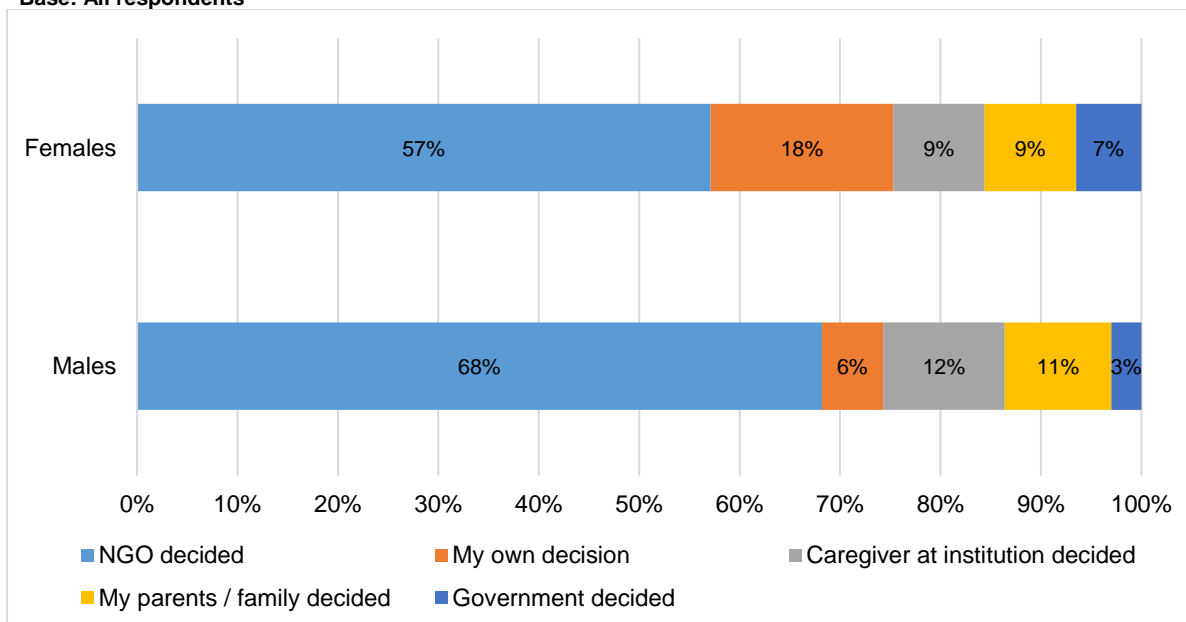
The majority of boys (68 per cent) and girls (57 per cent) believed that the NGO who ran their institutional care facility was the driving factor behind their reintegration process. More girls than boys reported that reintegration had been prompted by their own decision to return (18 per cent compared to 6 per cent). In contrast, a higher percentage of boys than girls reported that a parent or caregiver had decided that they should leave institutional care.

Chart 2.2.2: Desirability of leaving institutional care
Base: All respondents
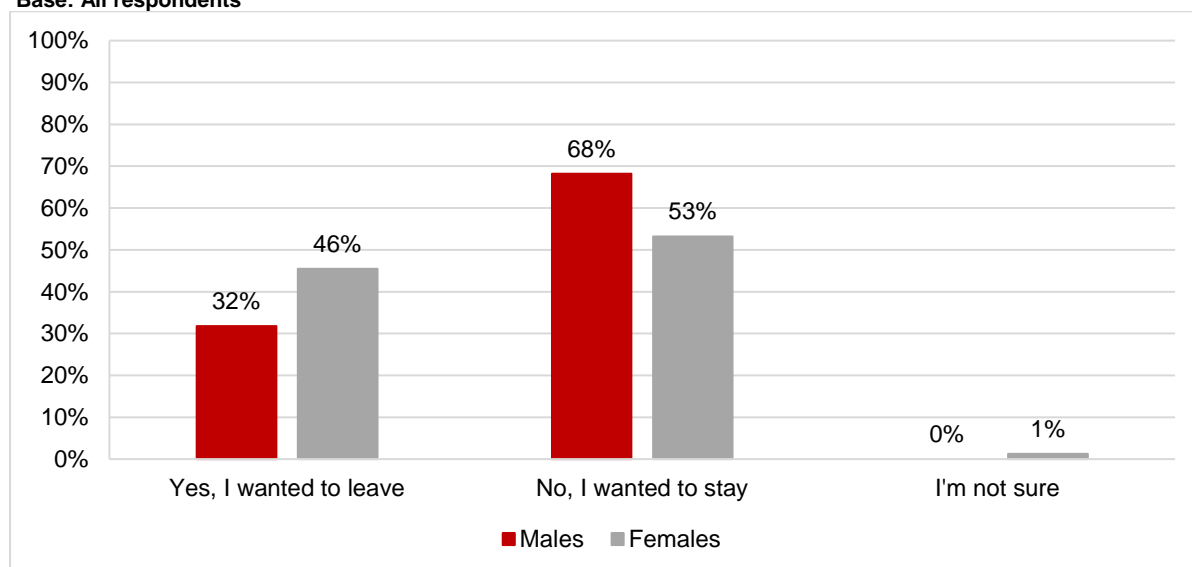
The majority of boys and girls reported that they had wished to stay in institutional care, however this desire appeared to be stronger among boys, close to one in seven of whom wished to leave compared to just over one in five girls. However, a Pearson's chi-squared test indicated that this difference is not statistically significant (p>0.1) meaning that we cannot be confident that this difference was not due to chance alone.

Reintegration

Reintegration household characteristics

Chart 3.1.1: Current living situation
Base: All respondents
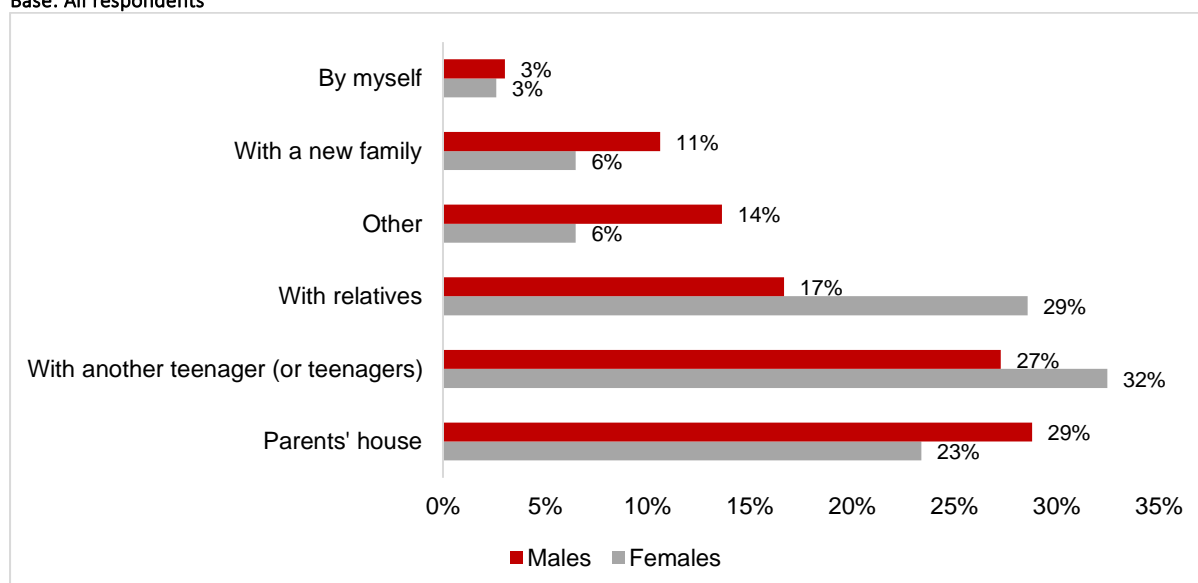
The largest share of boys (29 per cent) reported living at their parents' house, whereas the largest share of girls (32 per cent) reported that they were living with other teenagers. For both boys and girls, transitioning to independent living was the least frequently reported living situation with just under 3 per cent of boys and just over 3 per cent of girls falling into this category.

Chart 3.1.2: Current primary caregiver
Base: All respondents
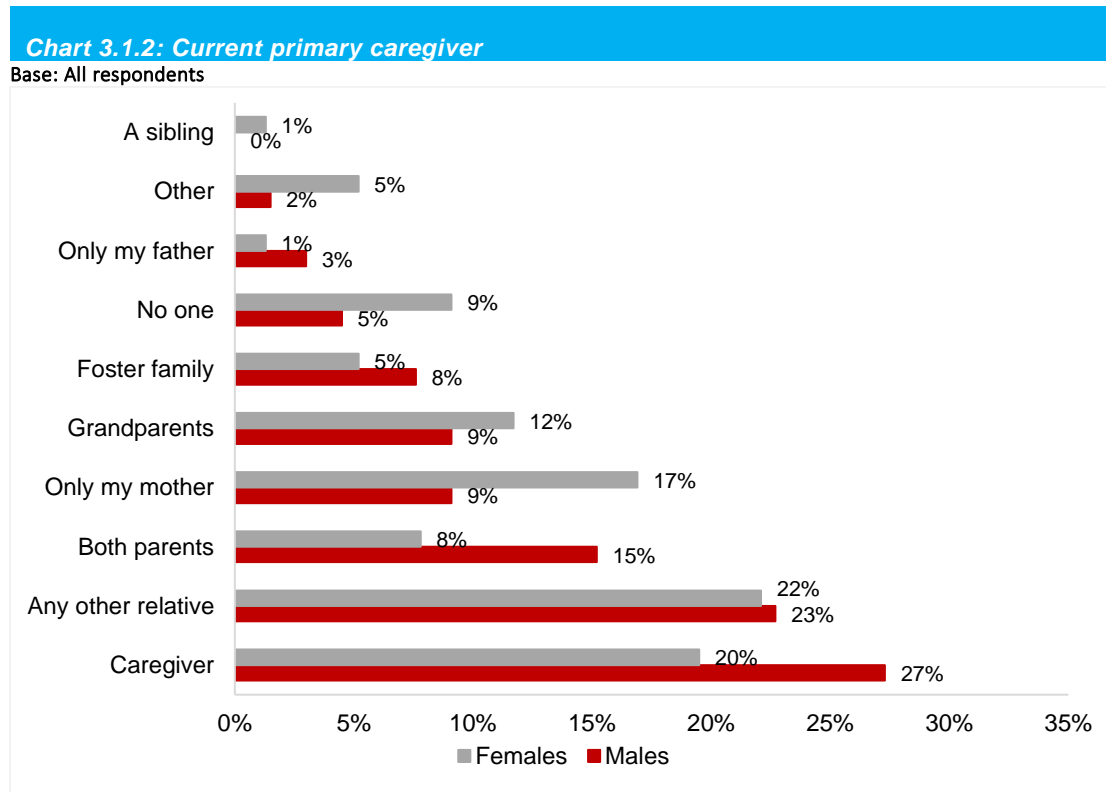
The most frequently reported type of caregiver for reintegrated boys was a caregiver other than kin (27 per cent), whereas for girls this was "any other relative" (23 per cent). In the case of both boys and girls, siblings were the least frequent type of caregiver, with none of the boys and just one per cent of the girls reporting having a sibling as their main caregiver.

Chart 3.1.3: Percentage of children who were reintegrated into the same family that they lived with before institutional care
Base: All respondents

Males

Females
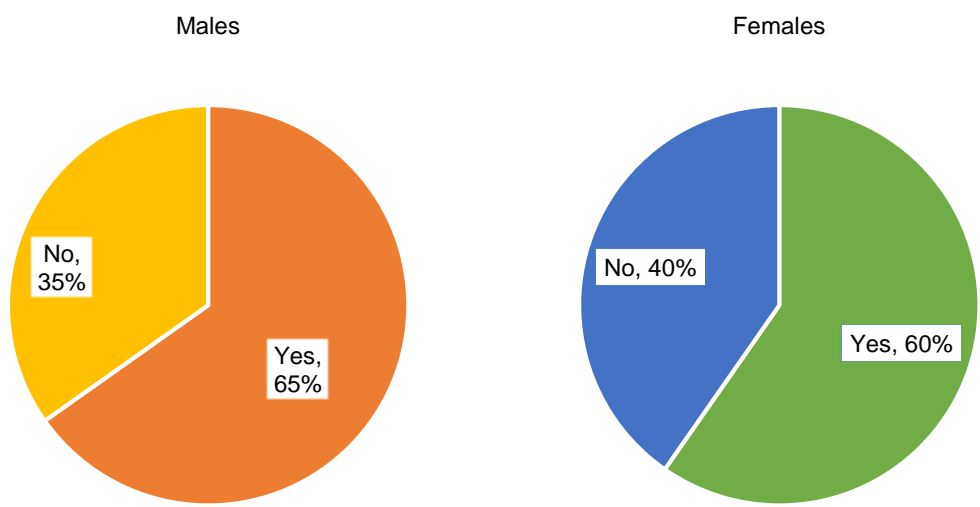
Chart 3.1.4: Percentage of children who had the same primary caretaker after reintegration as before institutional care

Base: All respondents

Males

Females
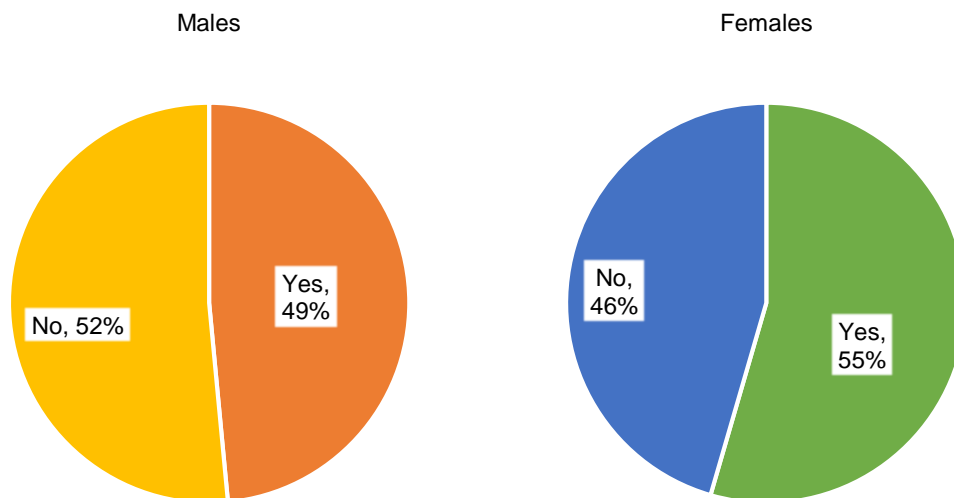
The majority of children in the sample reported that they were reintegrated to the same household that they had been living in before their stay in institutional care (65 per cent of boys and 60 per cent of girls). However, the percentages of boys and girls reporting that their primary caretaker was the same person who cared for them before reintegration are smaller (49 per cent of boys and 55 per cent of girls).

Chart 3.1.5: How often does your household have enough food?

Base: All respondents
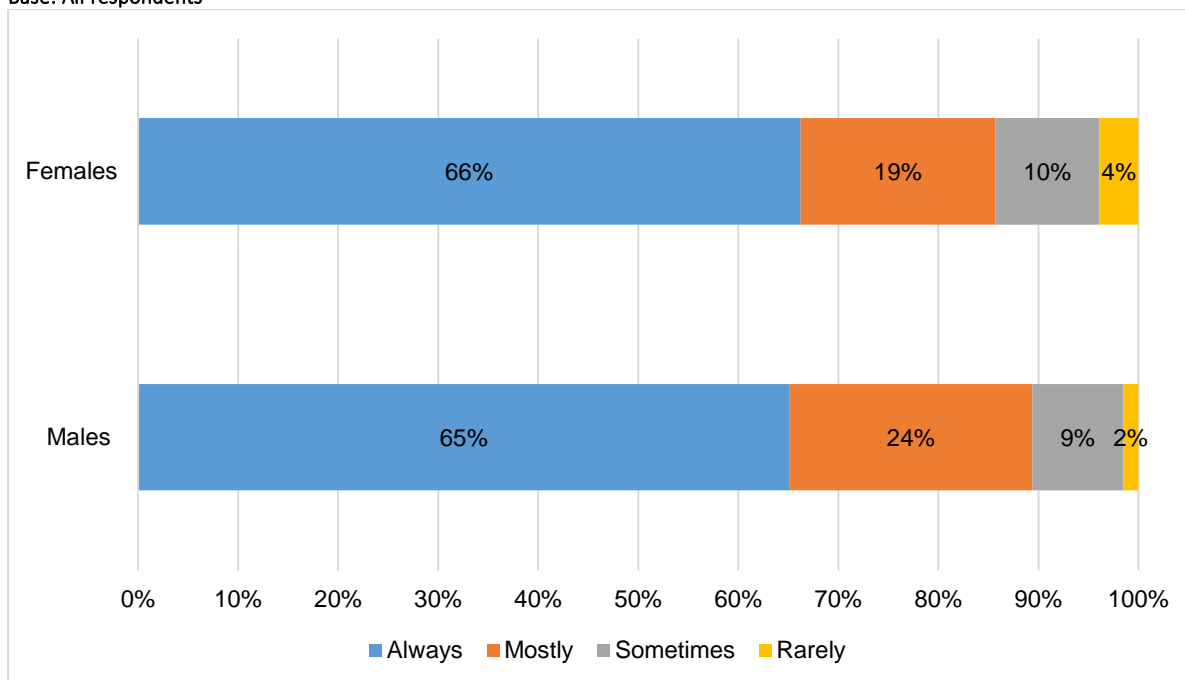
Chart 3.1.6: How often does your household have school supplies?
Base: All respondents
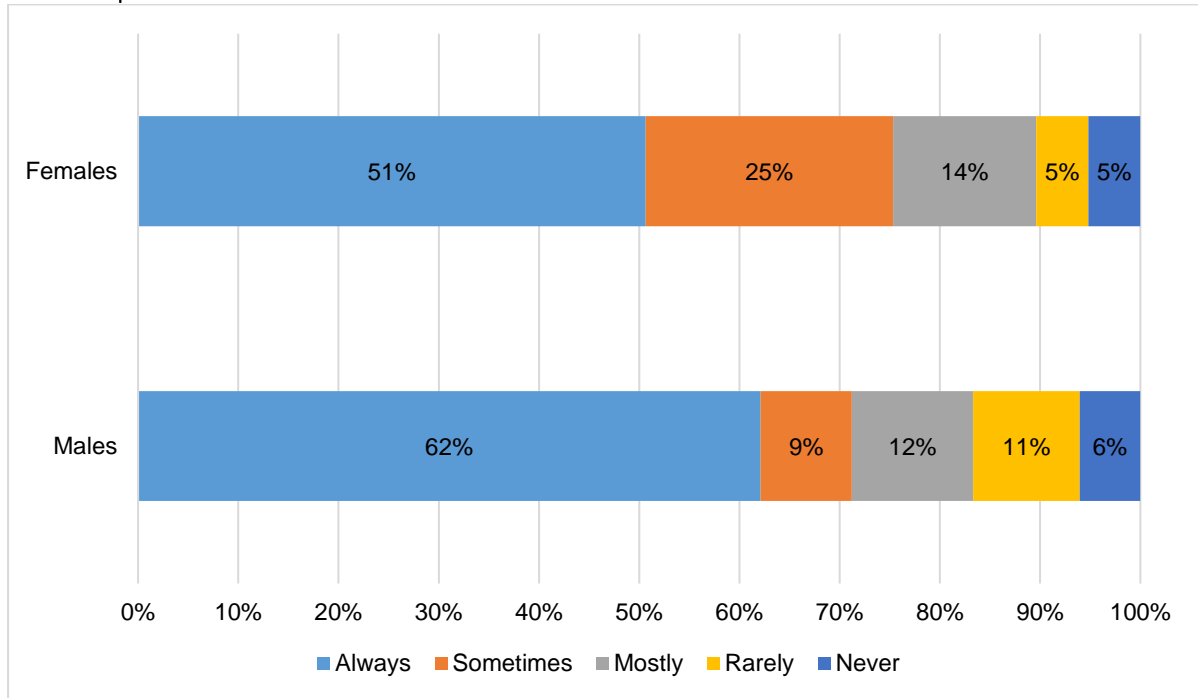
Chart 3.1.7: How often does your household have enough medicines?
Base: All respondents
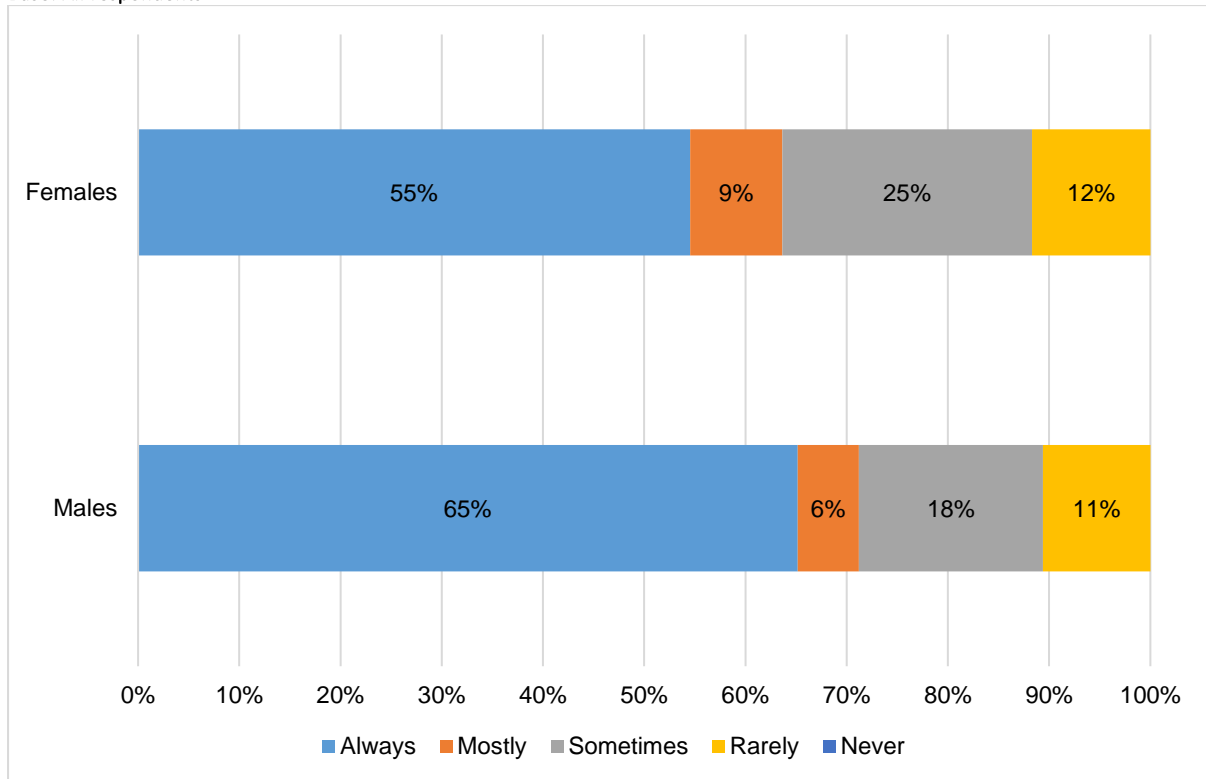
Chart 3.1.8: How often does your household have enough clothes?

Base: All respondents
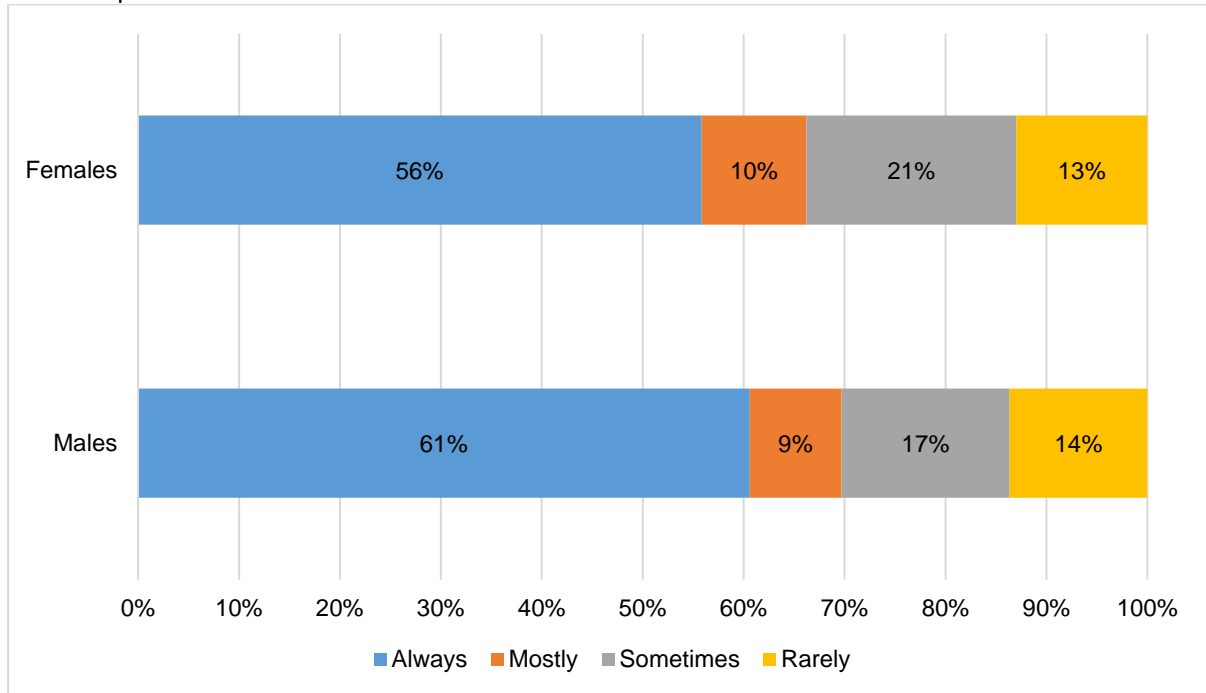
Chart 3.1.9: How often does your household have enough gifts/trips/entertainment?

Base: All respondents
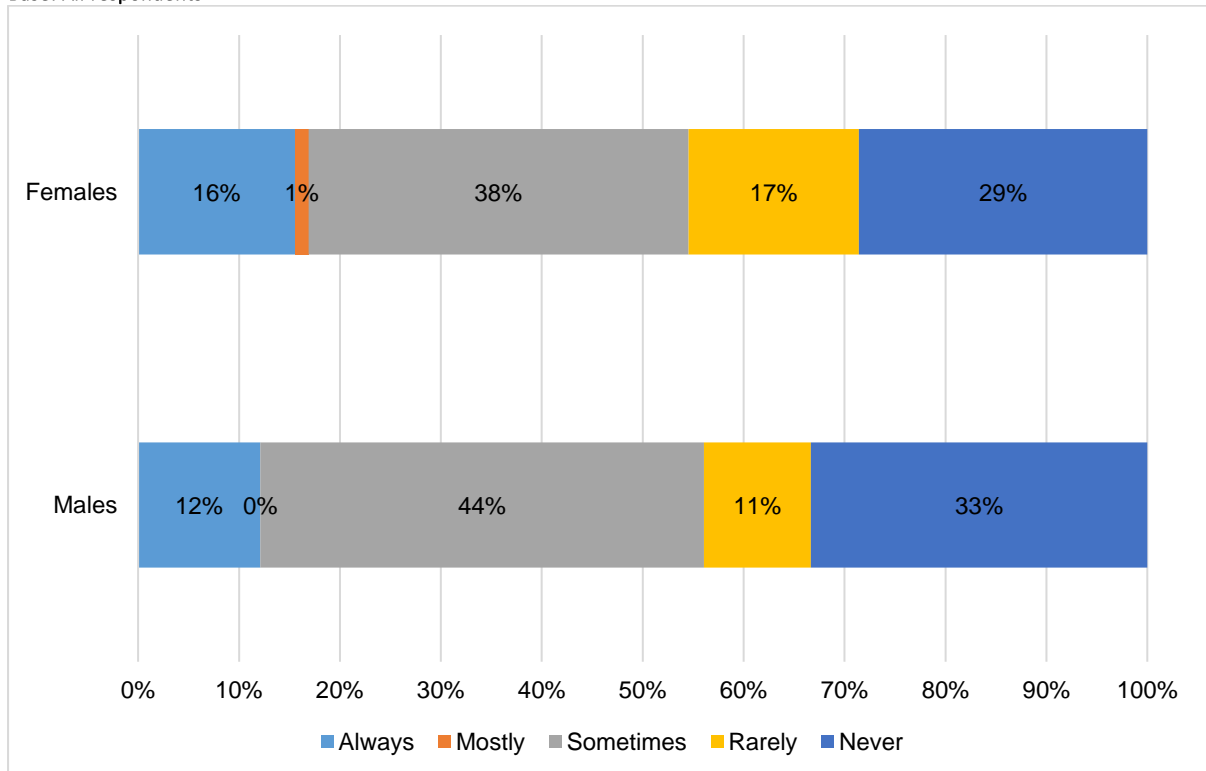
In order to estimate the material wealth of the reintegration households, the children surveyed were asked to rank their household's access to five items: food, school supplies, medication, clothes and entertainment on a five-point scale which ranged from 1(never) to 5 (always). In the case of all items, except medication, over half of boys and girls reported that their household "always" had access to a given item.

Table 3.1.1: Schooling, education and housework post-reintegration

How many hours of chores do you do on most days?

	Boys (n=66)	Girls (n=77)	Total (n=143)
Mean	1.23	1.57	1.41
Standard Deviation	0.94	0.92	0.94
Minimum value	0	0	0
Maximum value	4	4	4

How many hours of work for money did you do last week (or on a typical week)?

	Boys (n=66)	Girls (n=77)	Total (n=143)
Mean	2.11	0.97	1.5
Standard Deviation	10.53	5.09	8.06
Minimum value	0	0	0
Maximum value	84	42	84

How many days did you attend school last week (or on a typical week)?

	Boys (n=66)	Girls (n=77)	Total (n=143)
Mean	5.48	5.25	5.36
Standard Deviation	1.66	1.98	1.84
Minimum value	0	0	0
Maximum value	7	7	7

How many days did you attend extra classes last week (or on a typical week)?

	Boys (n=66)	Girls (n=77)	Total (n=143)
Mean	3.86	3.03	3.41
Standard Deviation	2.84	2.93	2.91
Minimum value	0	0	0
Maximum value	7	7	7

Chart 3.1.10: Average number of hours per week spent on chores
Base: All respondents
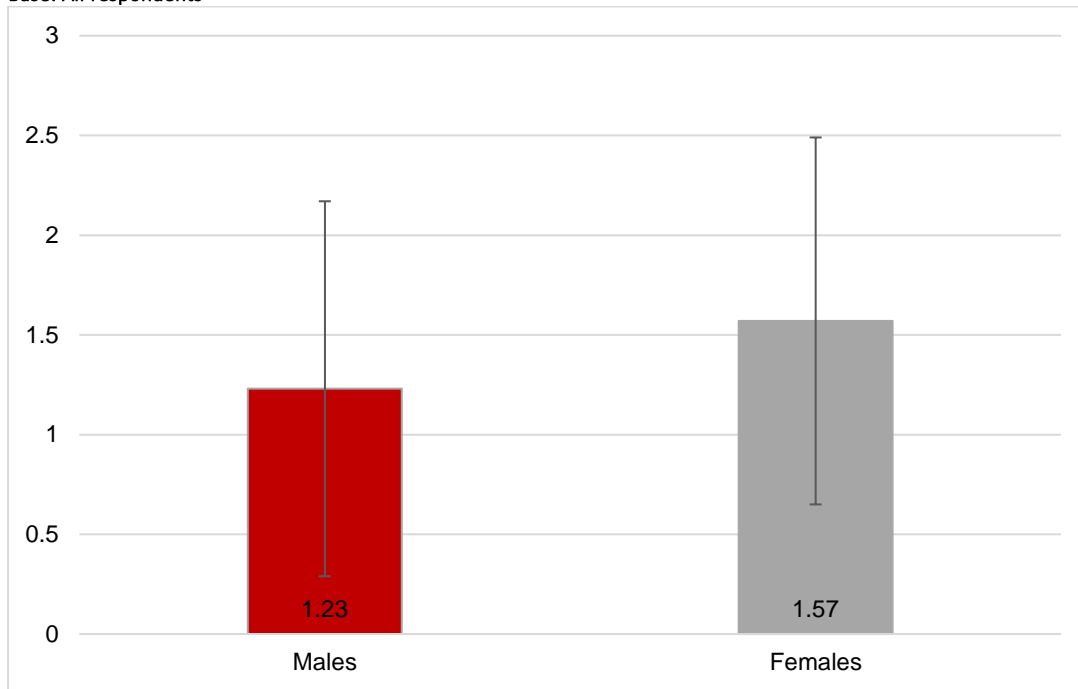
Chart 3.1.11: Average hours per week spent taking extra classes
Base: All respondents
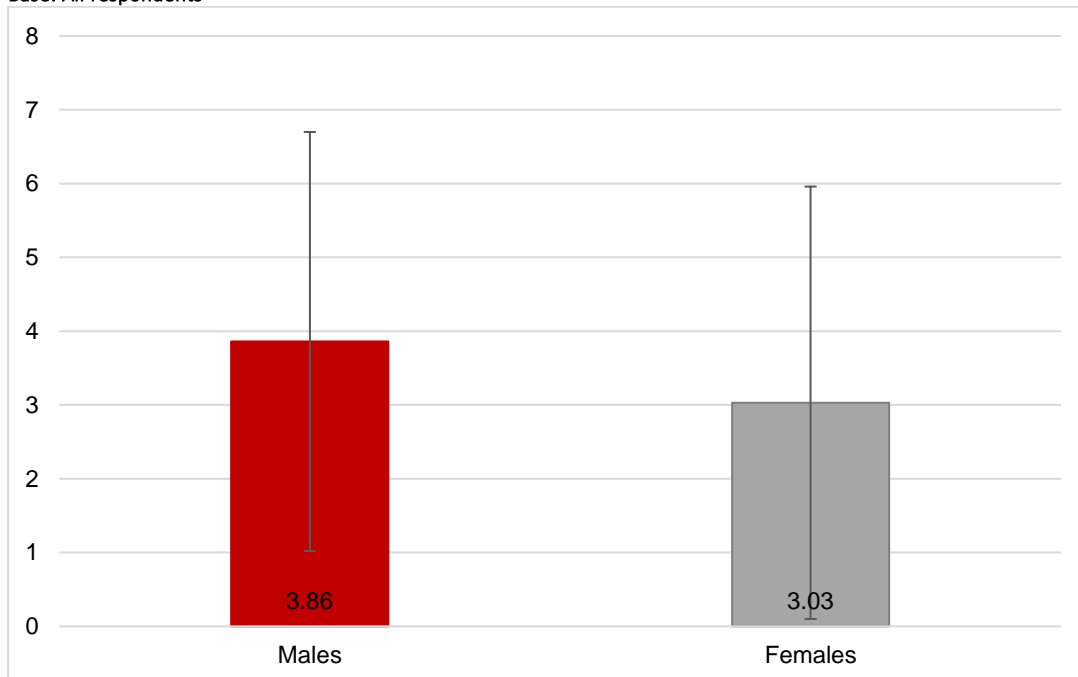
On average, boys reported spending twice the amount of time per week undertaking paid work as girls did (just over two hours per week compared to just under one hour for girls). However, a t-test showed that this difference was not significant ($p>0.1$) meaning that we cannot be confident that this difference was not due to chance alone.

In contrast, on average girls reported spending 20 minutes more on household chores per week than boys. A t-test revealed that this difference was statistically significant ($p<0.05$)

meaning that the greater time spent by the girls in the sample is unlikely to be due to chance alone.

On average, boys in the sample reported attending school for slightly longer per week than girls (five and a half days compared to five and a quarter days), but a t-test indicated that this difference was not statistically significant (p>0.1). However, where hours spent on extra classes were concerned the observed difference was larger (just under four hours of extra classes for boys compared to just under three for girls) and statistically significant (t-test of p<0.01) indicating that the additional hour of extra classes that boys received, on average, was unlikely to be due to chance.

Chart 3.3.12: VAC in the home

Base: All respondents
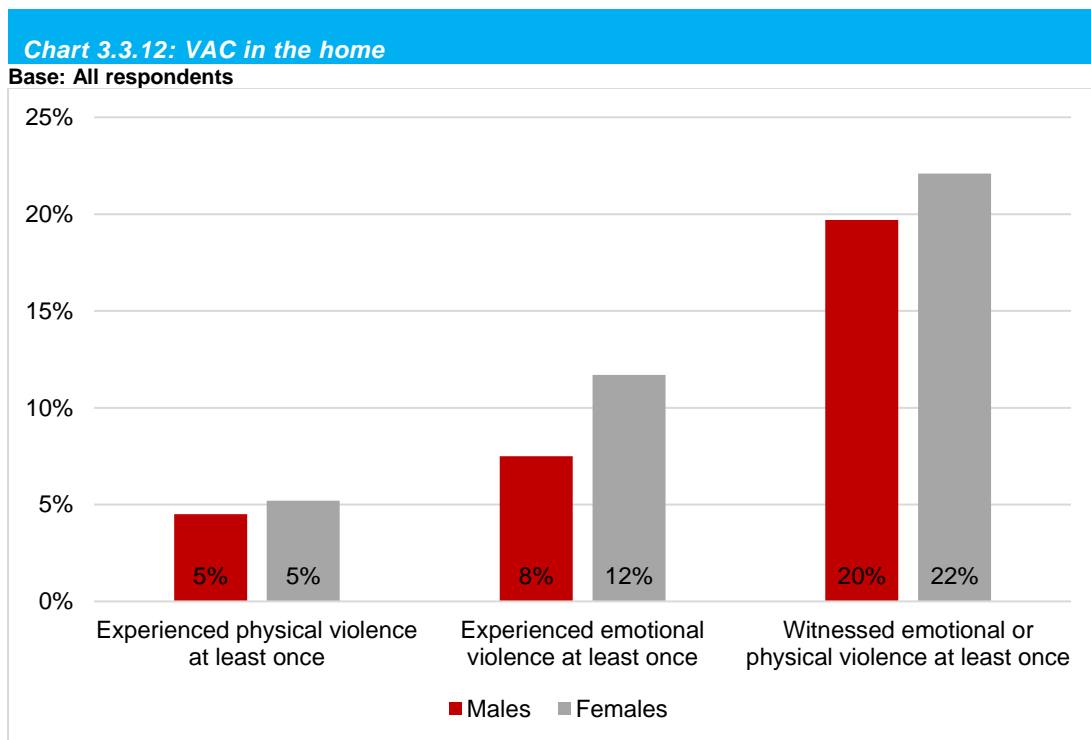
Very few children in the sample reported experiencing physical violence in their new home post reintegration (4.5 per cent of boys and 5 per cent of girls). A slightly higher number reported that they had experienced emotional abuse on at least one occasion (7.6 per cent of boys and 11.7 per cent of girls). Witnessing physical or emotional violence being used against others in the home was more common but was still reported a minority of children (under a fifth of the boys and under a quarter of the girls).

Reintegration support services

Chart 3.2.1: Percentage who received some form of material support

Base: All respondents

Males

No,
8%

Yes,
92%

Females

No,
8%

Yes,
92%
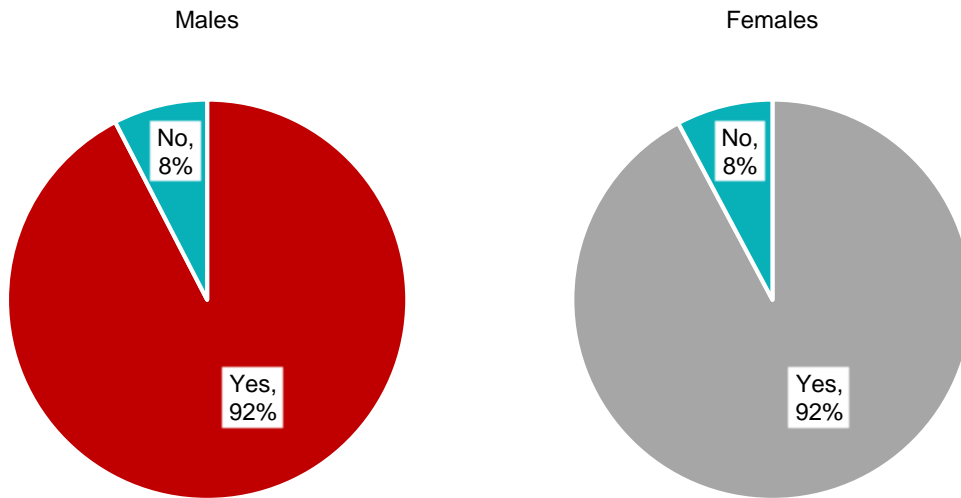
Almost an identical percentage of boys (92.42 per cent) and girls (92.21 per cent) reported receiving some form of material support post-reintegration.

Chart 3.2.2: Percentage of boys receiving material support by type of support

Base: All boys in the sample

Type of support	Yes	No	No response
School supplies	86%	11%	3%
Food	68%	29%	3%
Transport	64%	33%	3%
Money	61%	36%	3%
Medical costs/ supplies	44%	53%	3%
Legal costs/ support	39%	58%	3%
Housing support	38%	59%	3%
Support for vocational training	6%	91%	3%
Grant for income generation	3%	94%	3%

■ Yes ■ No ■ No response
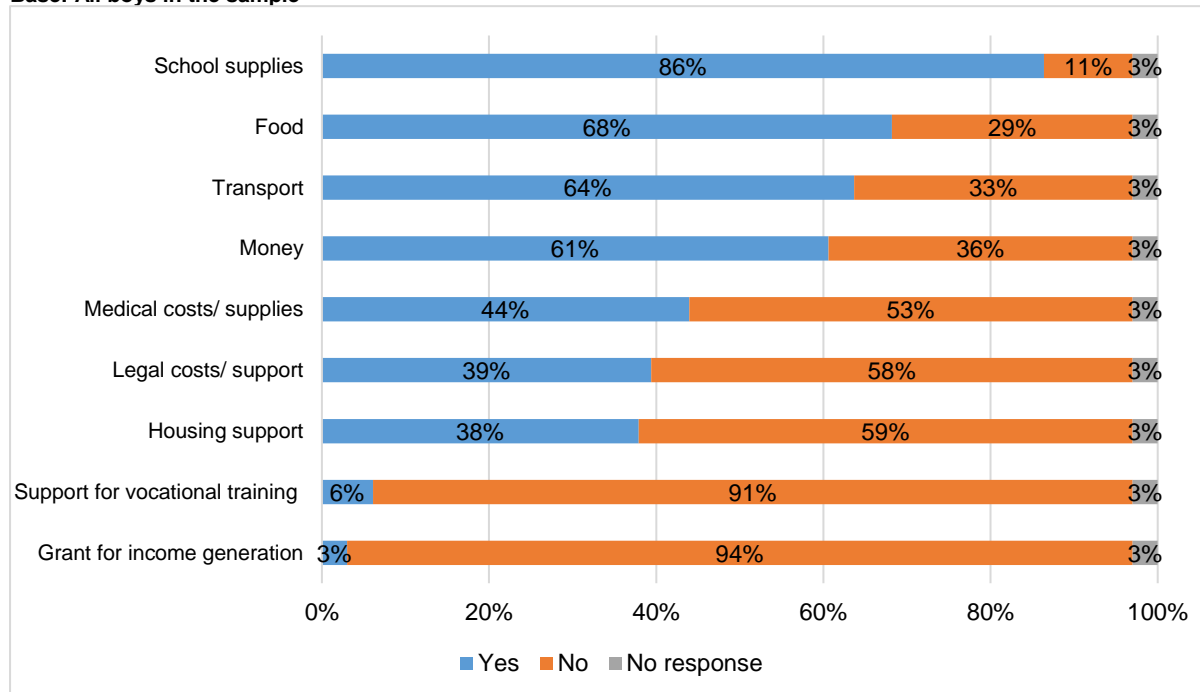
Chart 3.2.3: Percentage of girls receiving material support by type of support
Base: All girls in the sample

Type of support	Yes	No	No response
School supplies	83%	13%	4%
Transport	73%	23%	4%
Money	62%	34%	4%
Food	58%	38%	4%
Medical costs/ supplies	42%	55%	4%
Legal costs/ support	27%	69%	4%
Housing support	25%	71%	4%
Support for vocational training	7%	90%	4%
Grant for income generation	4%	92%	4%

■ Yes ■ No ■ No response
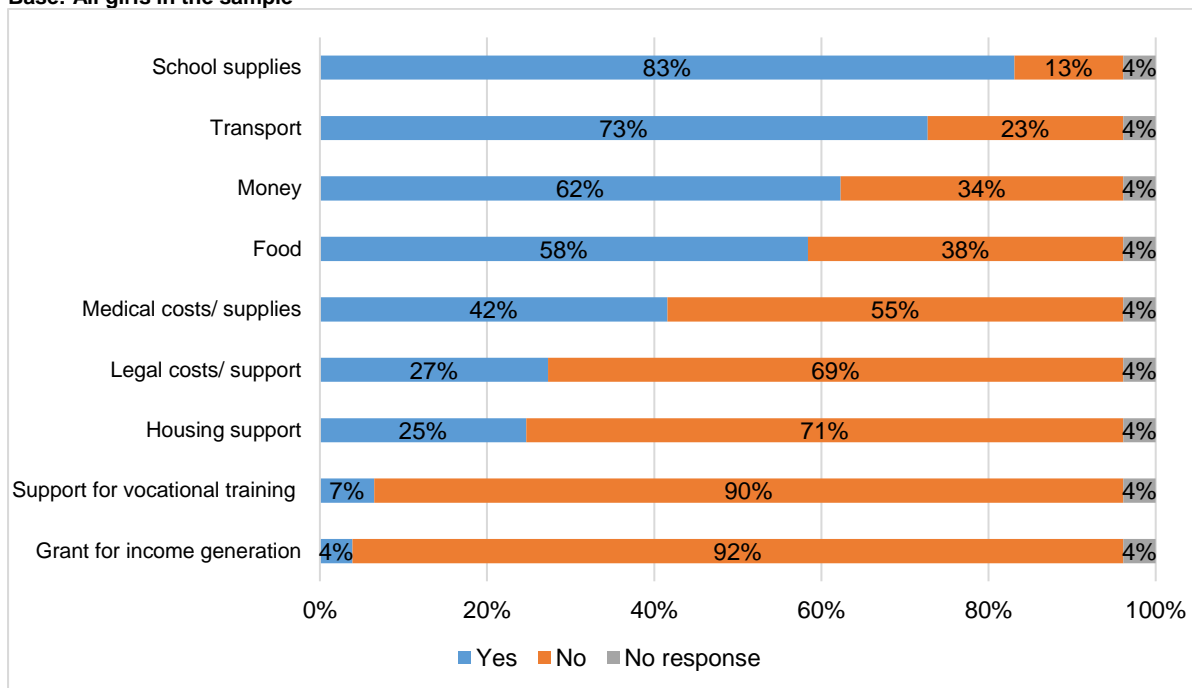
For most types of material support, the proportion of boys and girls who received the support was similar. However, there were some differences: A greater percentage of boys received food as support compared to girls (68 per cent compared to 58 per cent), and this difference was significant ($p<0.1$) when tested using a logit regression model. In addition, a greater percentage of girls received transport than boys (73 per cent compared to 64 per cent), however this difference was <u>not</u> found to be significant when tested for using a logit regression model ($p>0.1$).

Chart 3.2.4: How valuable children felt that material support was to them
Base: All respondents who received material support

	9 (Very valuable)	8	7	6	5	4	3	2	1 (Not valuable at all)
Females	42%	24%	11%	8%	8%	1%	3%	1%	
Males	38%	21%	16%	8%	11%	0%	3%	2%	

■ 9 (Very valuable) ■ 8 ■ 7 ■ 6 ■ 5 ■ 4 ■ 3 ■ 2 ■ 1 (Not valuable at all)

135
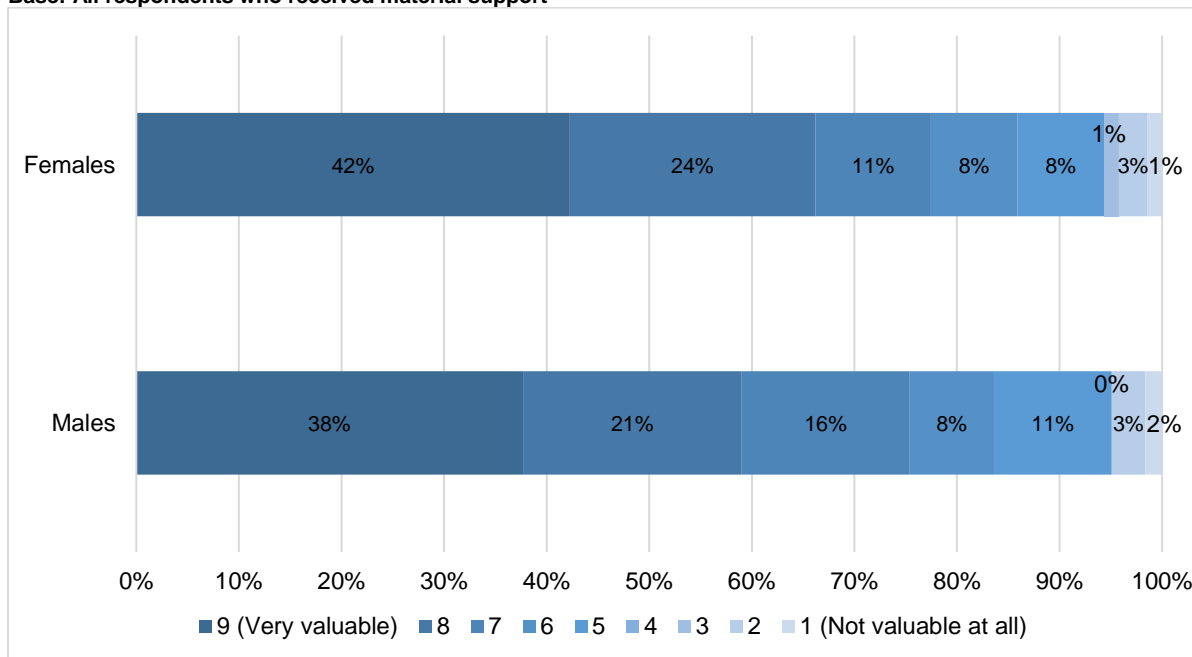
The importance that boys and girls placed on receiving material support was similar with two-thirds of girls and a little under two-thirds of boys rating this support as very valuable, or as "8" (the next most important point on the scale).

Chart 3.2.5: Frequency of follow-up visits
Base: All respondents
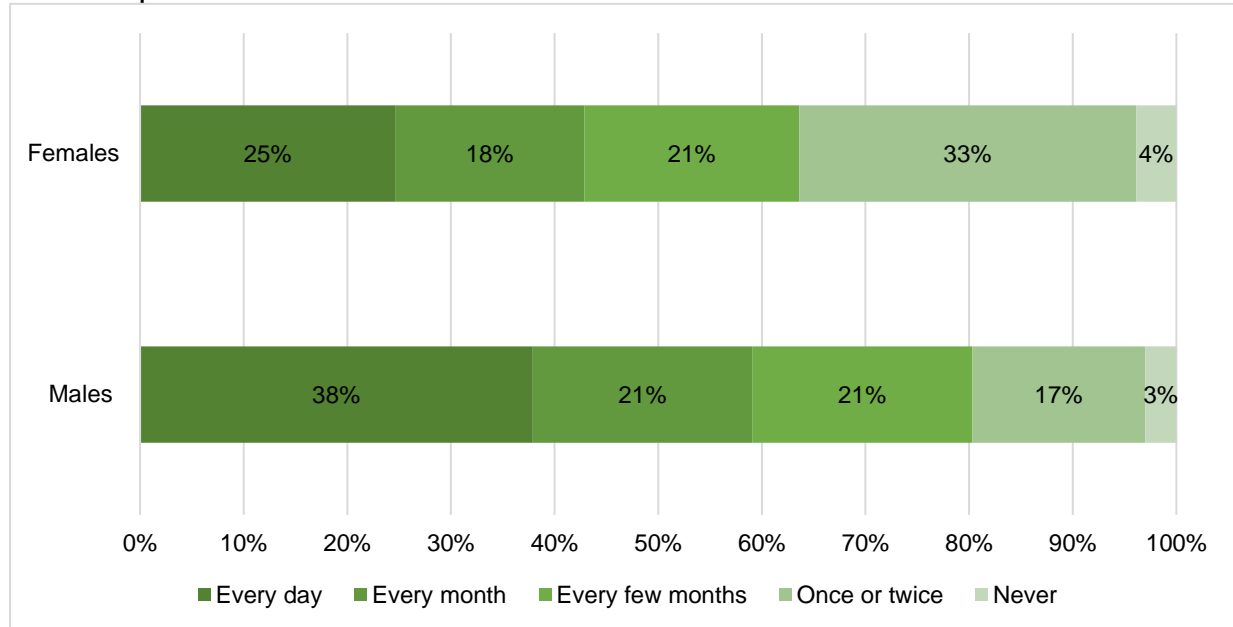
Boys reported a greater frequency of follow-up visits than girls with 38 per cent reporting that someone had come to check on them "every day" compared to 25 per cent girls. A greater number of girls reported receiving a follow-up visit only "once or twice" (33 per cent), compared to 17 per cent of boys who reported this visit frequency. An ordered probit regression showed that this increased frequency of follow-up visits for boys was significant ($p < 0.05$), meaning that the difference in visit frequency between boys and girls is unlikely to be due to chance alone.

Chart 3.2.6: Who made the follow up visits?
Base: All respondents
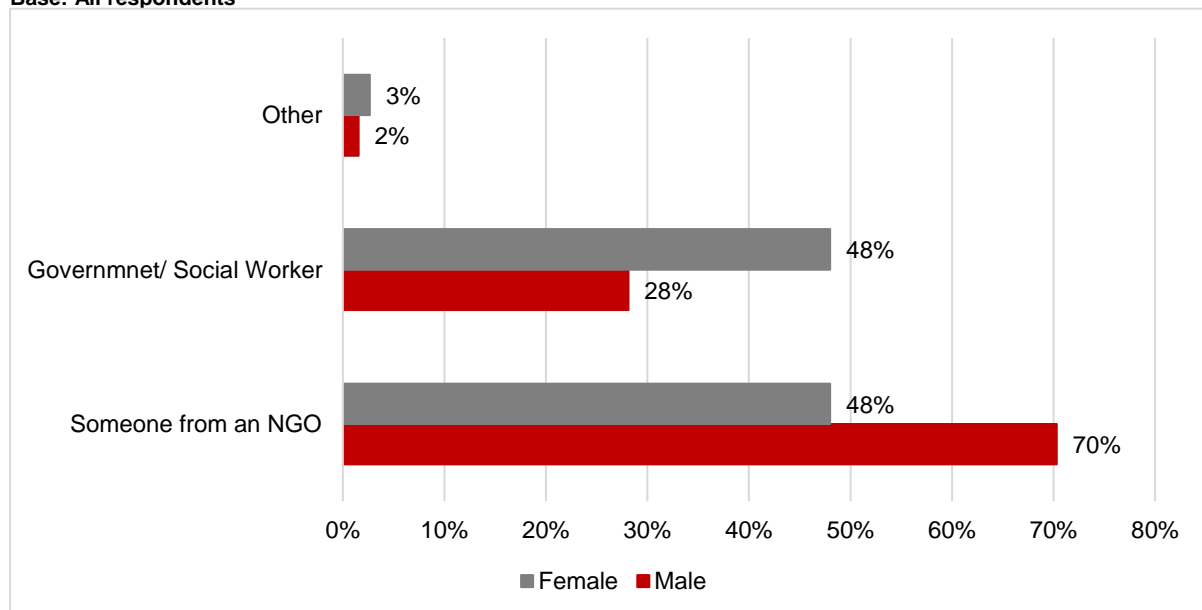
Over two-thirds of boys were visited by someone from an NGO, compared to just under half of girls. In contrast, just under a half of the boys were visited by a social worker or someone from government compared to under a third of the girls.

Chart 3.2.7: How valuable respondents felt that follow up support was to them
Base: All respondents who received a follow-up visit
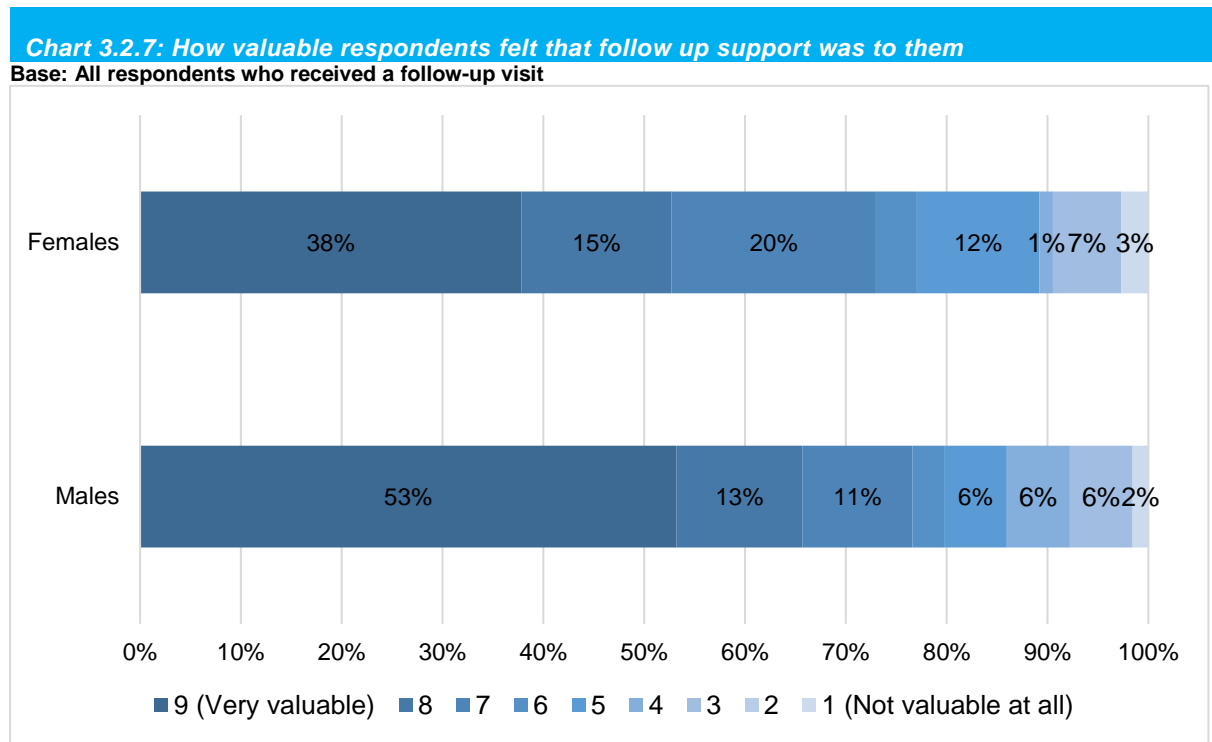
Boys appear to have a greater desire for follow-up visits than girls, with a higher number of boys reporting that the follow-up support that they received was "very valuable" compared to girls (53 per cent compared to 38 per cent). An ordered probit regression showed that the greater value that boys assigned to follow-up compared to girls was significant ($p<0.1$), meaning that the difference is unlikely to be due to chance alone.

Chart 3.2.8: Frequency of emotional support
Base: All respondents who received emotional support
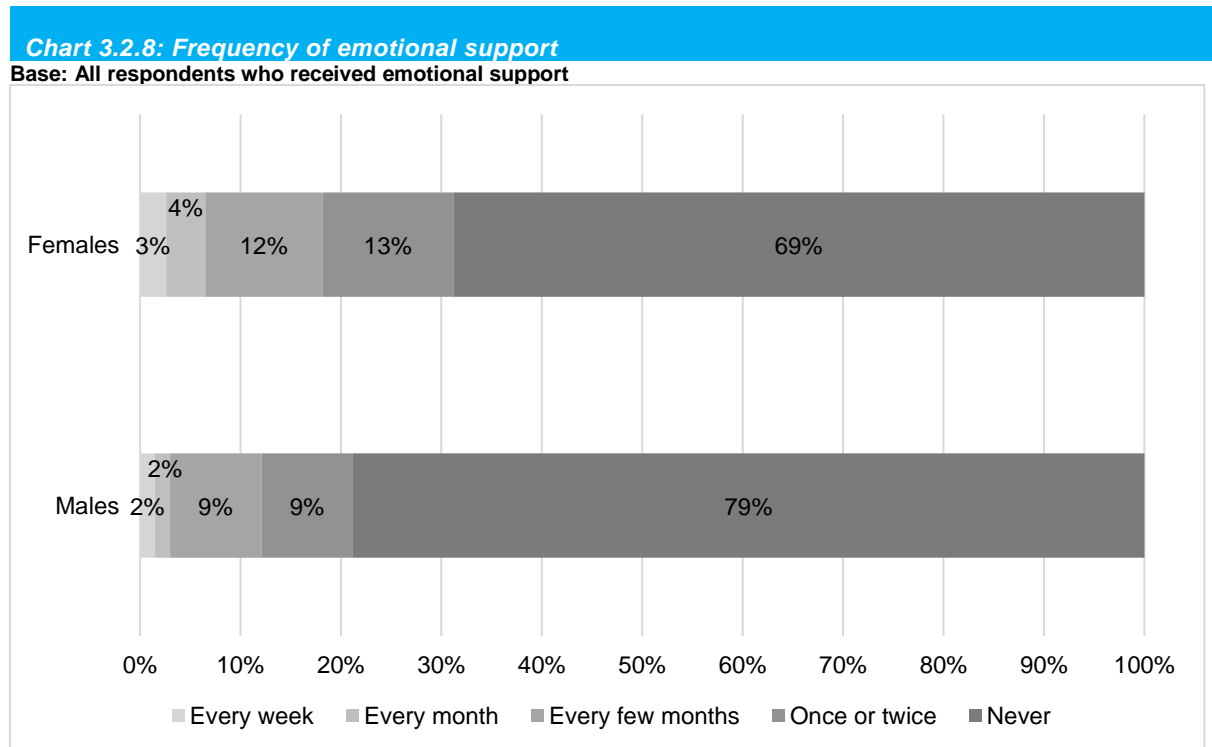
The majority of boys and girls received no emotional support sessions post-reintegration. However, of those that did receive emotional support, a higher percentage of girls than boys reported receiving at least one emotional support session. An ordered probit regression model indicated that the apparent increased likelihood of girls receiving more emotional support sessions was statistically significant (p<0.1), meaning that this difference between the likelihood of boys and girls receiving emotional support is unlikely to be due to chance alone.

Chart 3.2.9: How valuable respondents felt that emotional support was to them

Legend: 9 (Very valuable) ■8 ■7 ■6 ■5 ■4 ■3 ■2 ■1 (Not valuable at all)
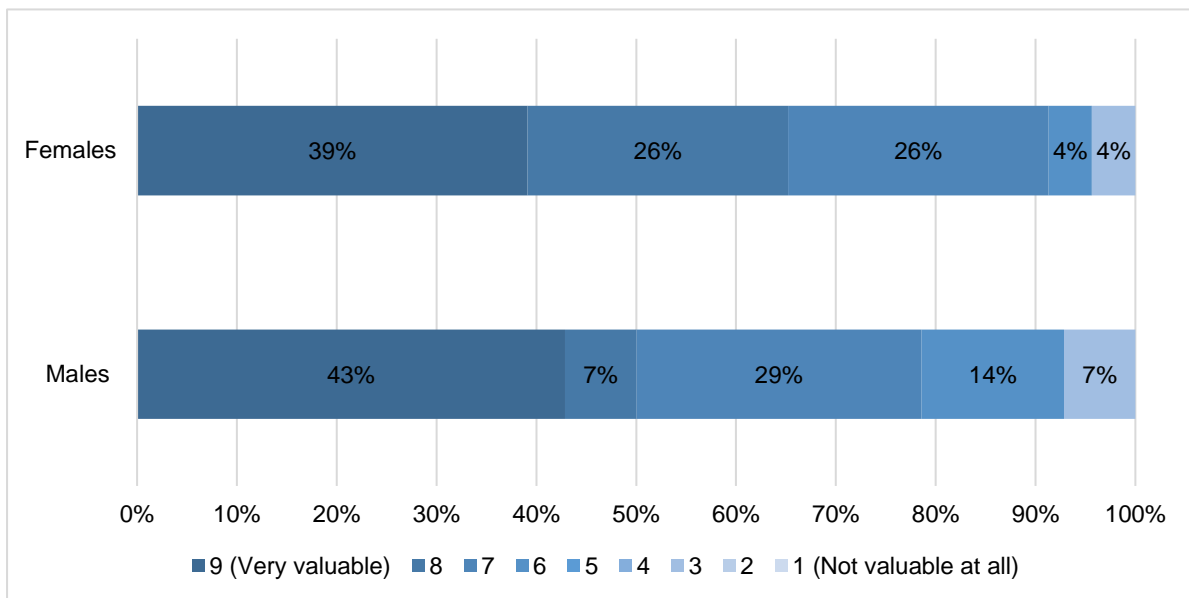
Base: All respondents who received emotional support

Within the small number of children in the sample who did receive emotional support (14 boys and 24 girls) less than half described the support they received as 9 "very valuable" although over two thirds of boys, and over three quarters of girls, rated the value of the emotional support that they received as at least a "7", on a 1 to 9 scale.

Current well-being and outcomes

Physical and mental well-being.

Chart 3.3.1: Average well-being index scores for boys and girls
Base: All respondents
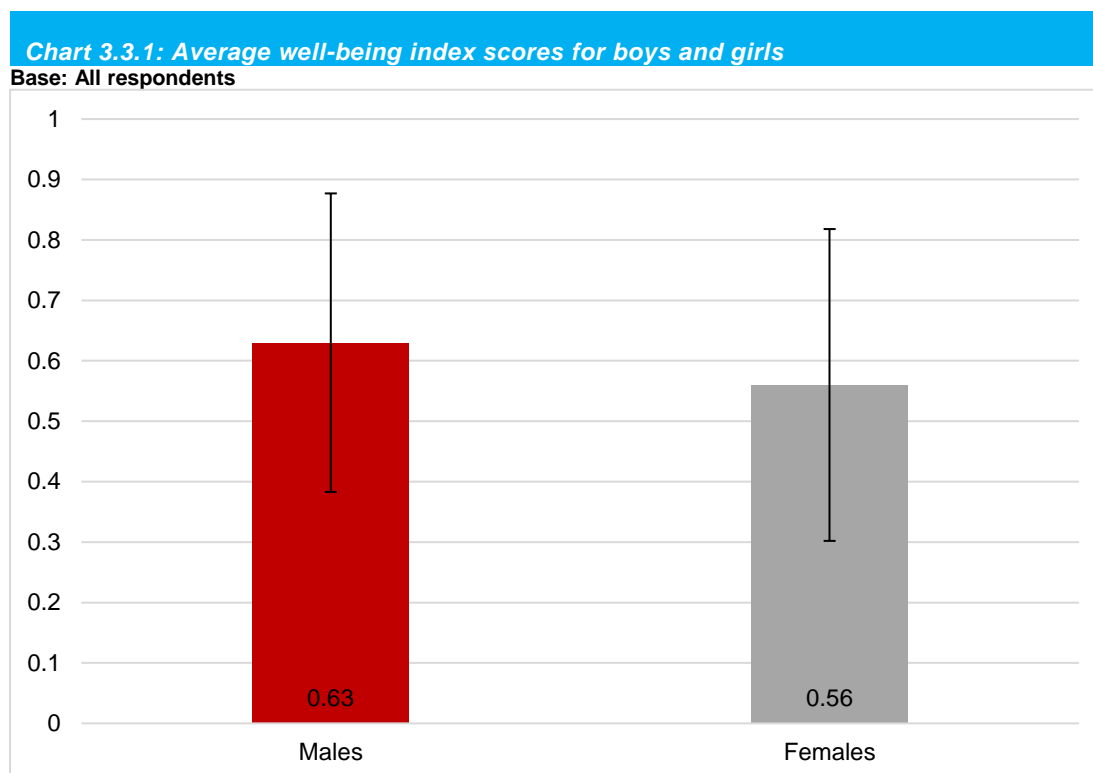
A composite well-being index was created on the basis of 30 questionnaire items designed to measure wellbeing. All these original questionnaire items were based on Likert type response options (e.g. Strongly Agree, Agree, Etc.) ranging from 1 to 5. The individual question items covered emotional well-being, physical health outcomes and risk-taking behaviours (e.g. alcohol consumption, gambling, etc.)

Factor analysis was used to estimate the factor loadings that each questionnaire item contributed to a single underlying factor. The factor scores were then rescaled, so that the minimum value was 0 and the maximum value was 1, with 1 reflecting maximum wellbeing.

According to the composite index, boys had an average well-being index score of 0.63, compared to 0.56 for girls. The former was significantly greater than the latter ($p < 0.1$, one-tailed t-test).

Chart 3.3.2, below, shows the mean score for boys and girls across the various wellbeing items which make up the wellbeing scale. For ease of comparison between these separate 1-5 scores, some scores have been modified, so that a higher score reflects greater well-being (Items F6, F9, F13, G2, G3, G4, G5, G6 and G8).

Chart 3.3.2: Mean scores for boys and girls on individual wellbeing survey items

G8. How often in the last 30 days have you gambled?
G6. How often in the last 30 days have you consumed alcohol?
G5. How often in the last 30 days have you smoked tobacco?
G4. In the last 30 days have you had any thoughts of hurting yourself or that you would be better off…
G3. How often in the last 30 days have you experienced feelings of stress, anger or worry
G2. How often in the last 30 days have you experienced feelings of depression?
G1. How would you rate the current state of your physical health?
F23. Over the last 30 days, I've had someone to do fun things with.
F22. Over the last 30 days, I've had someone who hugs me.
F21. Over the last 30 days, I've had someone who loves me and make me feel appreciated.
F20. Over the last 30 days, I've had someone who shows me love and affection.
F19. Over the last 30 days, I've had someone to help me with chores if I was sick.
F18. Over the last 30 days, I've had someone to prepare meals for me if I was unable to do it myself.
F17. Over the last 30 days, I've had someone to take me to the doctor if I've needed it.
F16. Over the last 30 days, I've had someone to take care of me when I was unwell.
F15. Over the last 30 days, I've had someone who understands my problems.
F14. Over the last 30 days, I've had someone I could count on to listen to me when I've needed to talk.
F13. Over the last 30 days, I've been feeling lonely/ isolated.
F12. Over the last 30 days, I've been feeling close to people in my home/ living environment.
F11. I feel accepted by the community.
F10. I have good neighbours or others in the community who really care about me.
F9. Overall I feel like a failure.
F7. On the whole, I think I am able to do things as well as other children my age.
F6. At times, I think I am no good at all.
F5. On the whole, I feel confident and good about myself.
F4. At my current home there is a caregiver / adult who listens to me when I have something to say.
F2. At my current home there is a caregiver /adult who tells me when I do a good job.
F1. At my current home there is a caregiver /adult who really cares about me.

■ Males ■ Females

140

Chart 3.3.3: Average hunger index scores for boys and girls
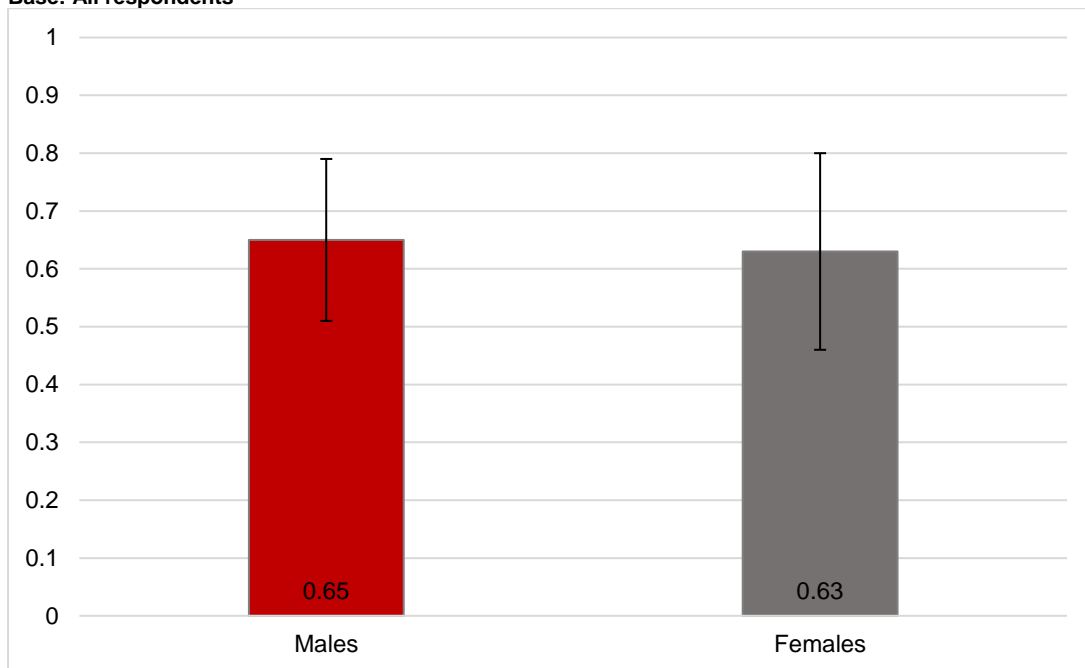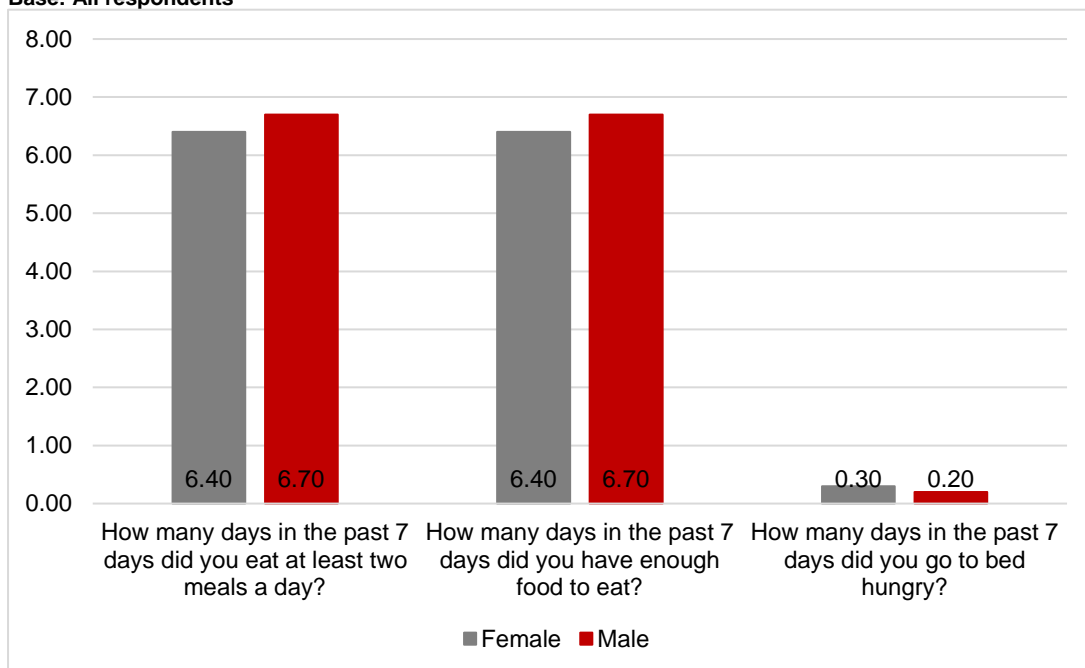
Base: All respondents

Chart 3.3.4: Mean scores on individual survey items relating to hunger: boys and girls

Base: All respondents

A composite hunger index was also created based on three questionnaire items designed to measure access to food. Again, rescaled factor scores were used, with 1 representing the best outcome (in this case minimal hunger). The average score for boys and girls were very close with boys only having a slightly higher score, 0.64 compared to 0.63. A t-test showed that these means were not significantly different from one another ($p > 0.1$, two-tailed test).

Feelings of Safety

Chart 3.3.5: Feelings of safety compared to pre-reintegration arrangements, according to living situation
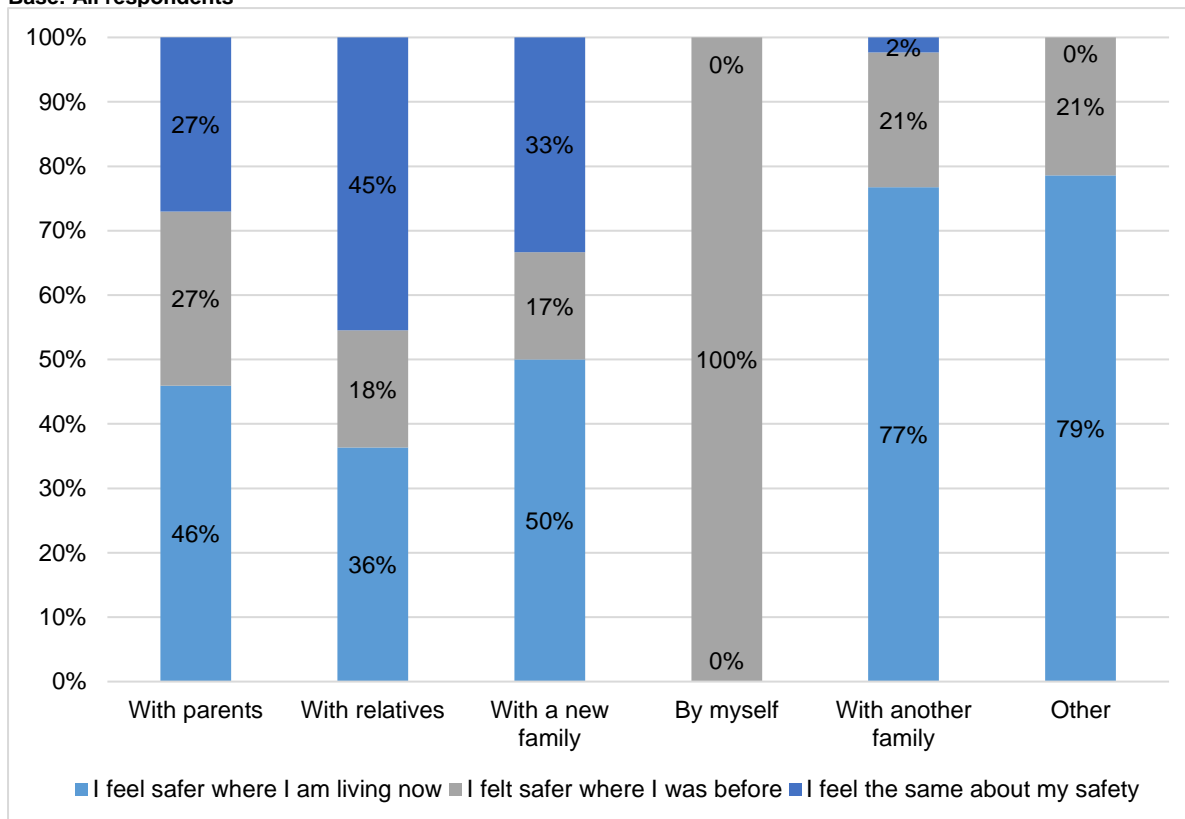
Base: All respondents

Chart 3.3.5 depicts how children perceived the **change in their safety** after reintegration (i.e. how safe children felt their current living environment compared to the RCI where they had been resident). Of the children living with a new family, 77 per cent said they felt safer after reintegration, compared to 46 per cent of those who were living in their parents' house, and 36 per cent of those who were living with relatives. Of respondents who described their current living situation as "other" an even larger fraction (79 per cent) reported that their safety had improved. Respondents who had transitioned into independent living reported feeling the greatest reduction in safety, with 100 per cent describing their situation as less safe than before.

The effect of these different living situations on perceived change in safety was further tested using an ordered probit regression model where each of the types of living situation was entered as an independent binary variable, and "living with parents" was omitted (and therefore treated as the reference category). This means that effect of the other four categories: "with relatives", "with a new family", "by myself", "with another teenager (or teenagers)" and "other living situation" are expressed in terms of whether they have a positive or negative effect on perceived safety at home *relative to* living with parents.

In the ordered probit model described above, only living with relatives was found to have a significant effect on perceived change in safety *relative to* living with parents: children placed with relatives were more likely to report that they felt less safe than children placed with parents ($p < 0.1$).
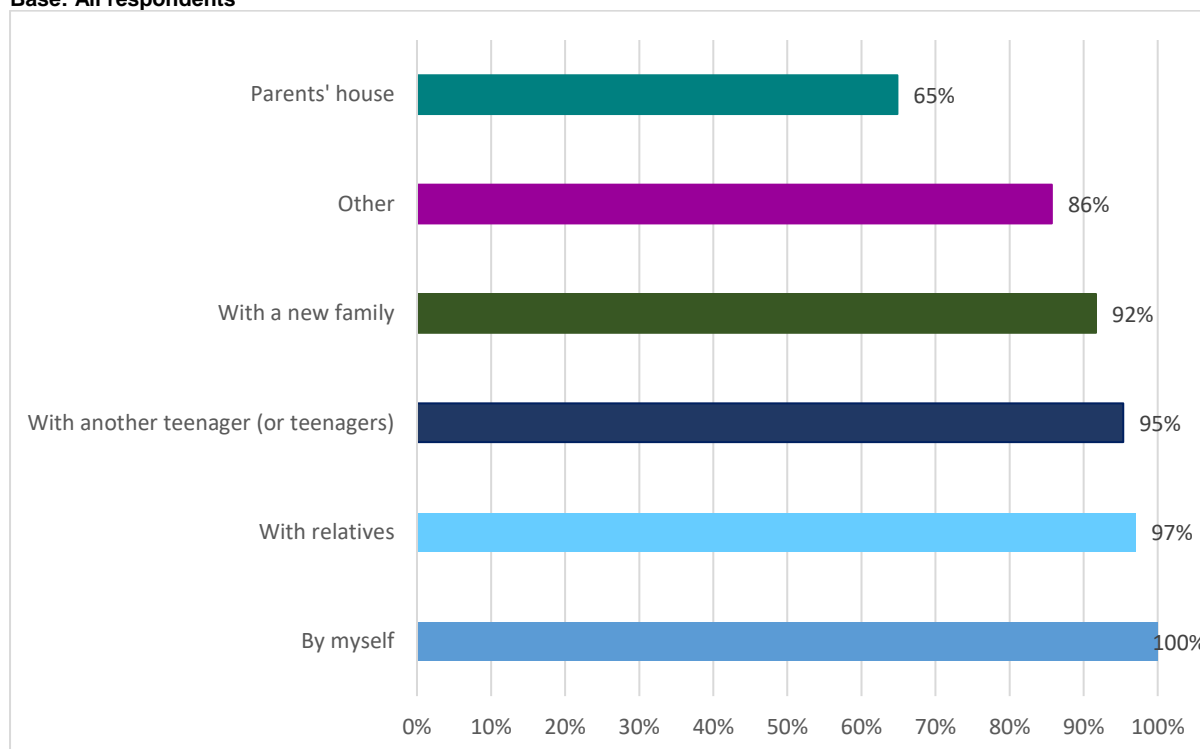
Chart 3.3.6: Fraction feeling "always" or "mostly" safe in the current place that they live, by living situation

Base: All respondents

Chart 3.3.6 depicts the fraction of children who reported that they felt "mostly" or "always safe" in the place that they were living, by current living situation.[26] Of the children living with a new family, 75 per cent said they always or mostly felt safe in the current place that they lived, compared to 43 per cent of those who were living in their parents' house. Those living with another teenager felt safer still, with 84 per cent reporting that they always or mostly felt safe. However, this increased feeling of safety may reflect the fact that teenagers who reported living with another teenager tended to be older than those who had other family living arrangements. (Of the 45 teenagers who reported living with another teenager, 63 per cent were aged 15 or above). 100 per cent of children who were living independently reported feeling "Always" or "Mostly" safe (although it should be noted that 75 per cent of these children selected "Mostly"). This indicates that although the children who transitioned to independent living felt less safe *compared to* the residential care institution (see the previous chart 3.3.4) their *absolute* levels of perceived safety were high.

The strength of these differences was further tested by using an ordered probit model similar to the one described on the previous page, and only "living with a new family" was found to have a significant positive effect (p<0.1) on current feelings of safety *relative to* living with parents.

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[26] To create this table, we used the original 5-point scale to create a dichotomous (0 or 1 variable). Children who answered 4 ("Mostly") or 5 ("Always") to how safe they felt at the current place they were living were coded as 1, and all other children 3("Sometimes") 2 ("Rarely") and 1 ("Never") were coded as zero. This graph therefore shows the percentage of children in each living situation who answered "Mostly" or "Always".

Chart 3.3.7: Feelings of safety in the current home by household wealth score
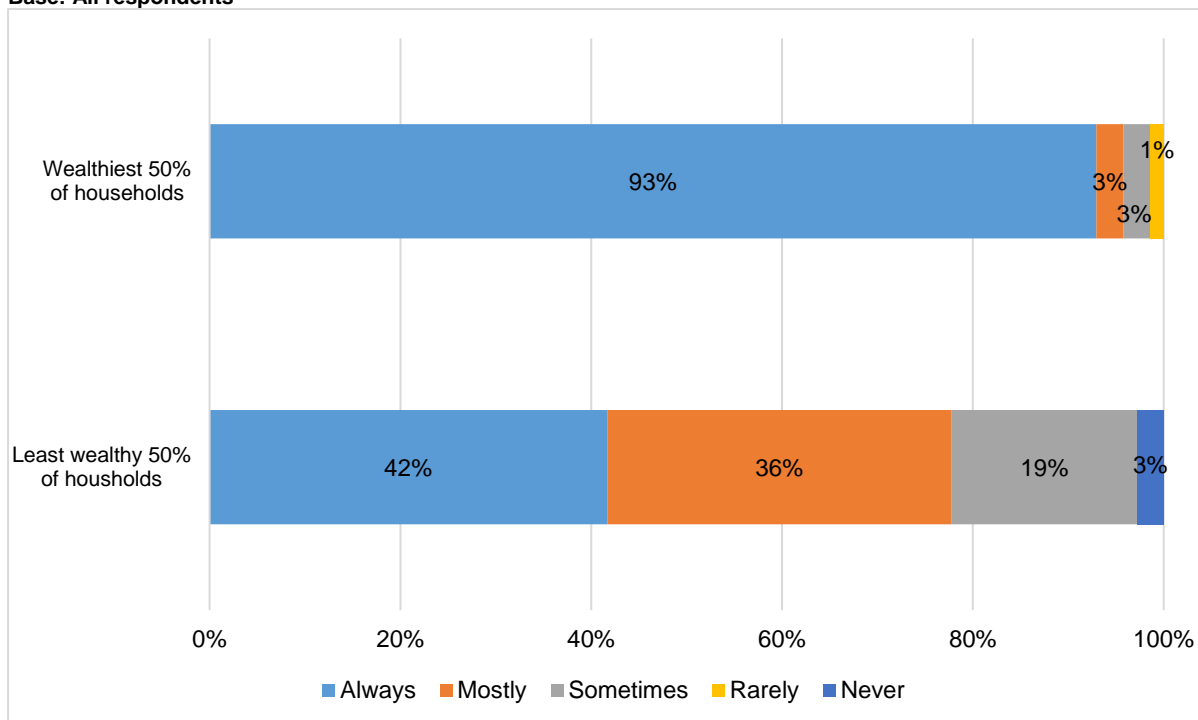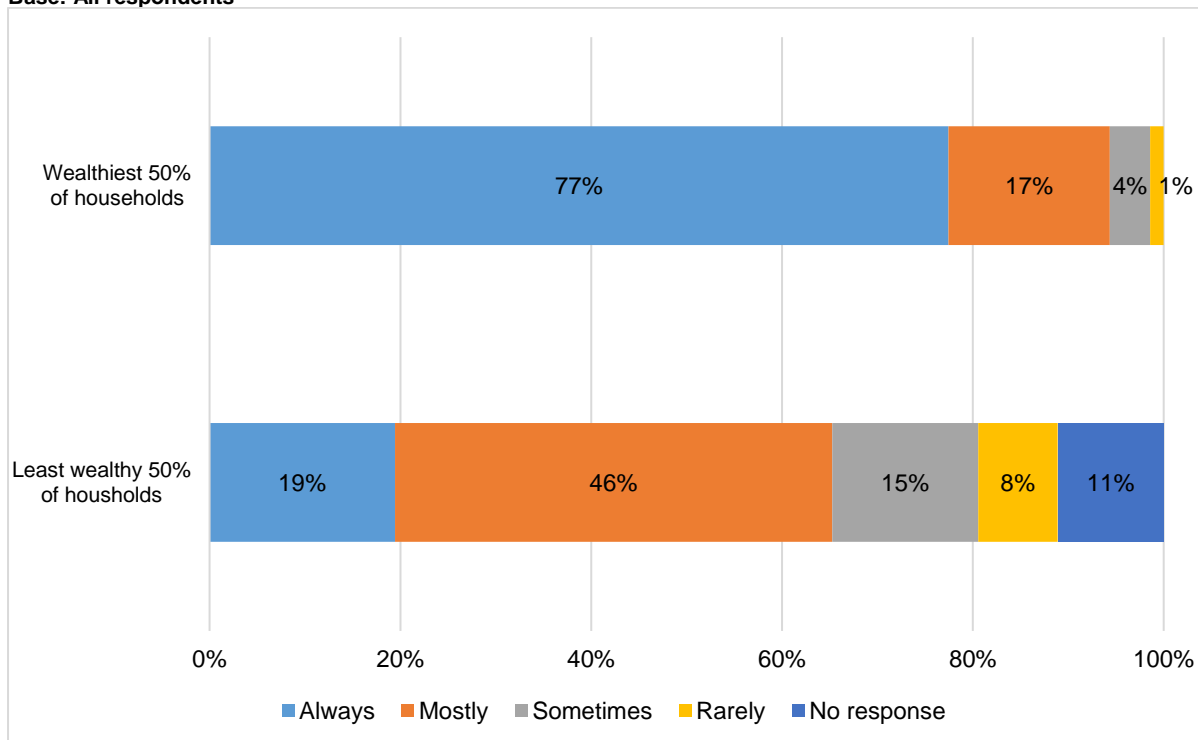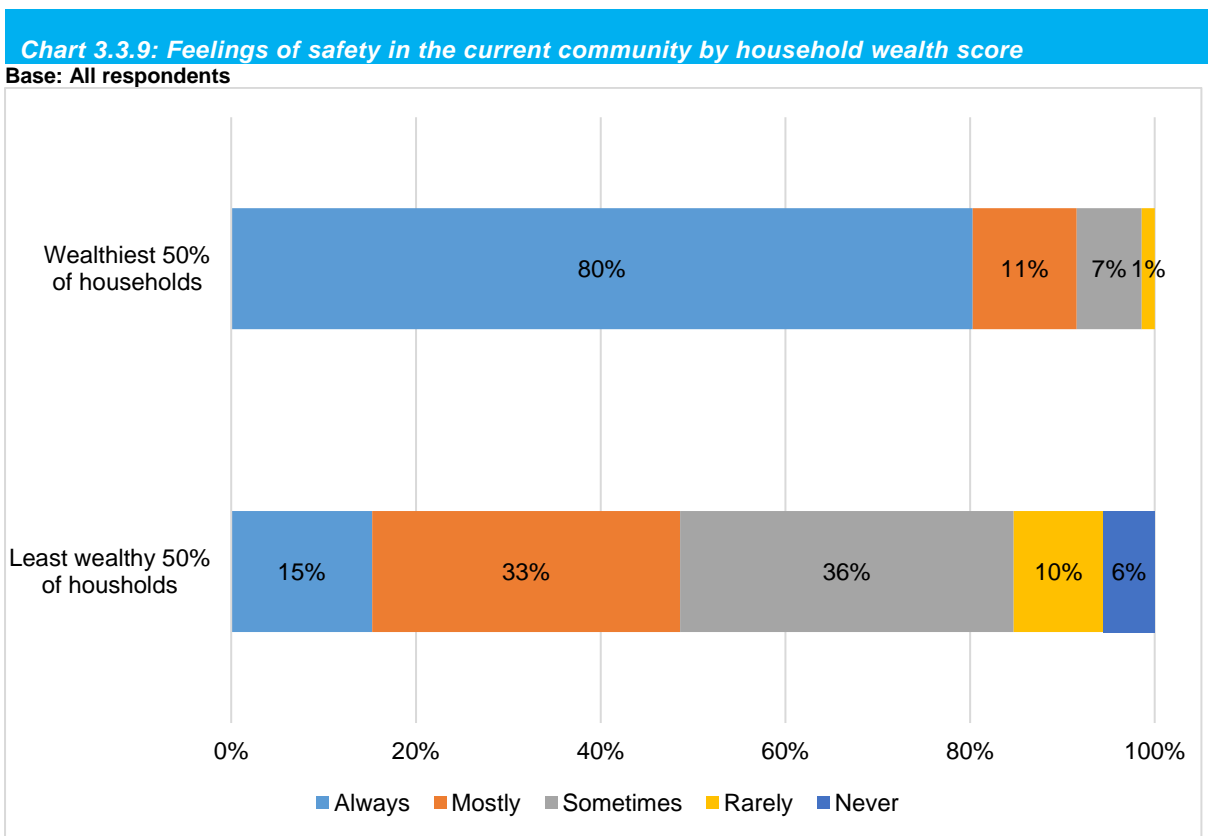
Base: All respondents

Chart 3.3.8: Feelings of safety in the current school by household wealth score

Base: All respondents

Chart 3.3.9: Feelings of safety in the current community by household wealth score
Base: All respondents

Household wealth appears to be closely related to current feelings of safety in the home, at school and in the community.

Ninety-three per cent of children living in the wealthiest 50 per cent of the households in the sample reported feeling always safe compared to just 42 per cent of children living in the least well off 50 per cent of households in the sample. When asked how safe they felt in school 77 per cent of children from the wealthiest 50 per cent of households reported that they 'always' felt safe, compared to 19 per cent of children from the least wealthy 50 per cent of children.

Ordered probit regression models were used to explore which factors were associated with the level of perceived safety in these three different locations (home, school and the community). These three regression models also controlled for (i.e. held constant) the age of the child, the province in which the child was located and the gender of the child. There was no indication that boys felt safer than girls in any of these locations or vice versa (gender had no significant effect on perceived safety in any location) nor was there any evidence that age affected perceived safety (again no significant effect was seen for age on perceived safety in any location).

Household wealth, however, emerged as the strongest single predictor of current feelings safety in all three locations having a significant positive effect on the level of perceived safety ($p<0.001$ in all three regression models.

Annex 11: Key Stakeholders Met in Qualitative Interviews and Consultations

Key informants

UNICEF and Development Partners
Individual interview, World Vision, Phnom Penh
Individual interview, Save the Children, Phnom Penh
Individual interview, Plan International, Phnom Penh
Individual interview, Hagar, Phnom Penh
Individual interview, Open Institute, Phnom Penh
Group interview, Coalition on the Rights of the Child, Phnom Penh
Individual interview, Country Representative, UNICEF Cambodia, Phnom Penh
Individual interview, Deputy Representative, UNICEF Cambodia, Phnom Penh
Individual interview, Global Chief of Child Protection, UNICEF HQ, NYC
Individual interview, Integrated Early Childhood Survival team, UNICEF Cambodia, Phnom Penh
Individual interview, Community Development team, UNICEF Cambodia, Phnom Penh
Individual interview, Education team, UNICEF Cambodia, Phnom Penh
Individual Interview, Social Governance and Inclusion team, UNICEF Cambodia, Phnom Penh
Individual interview, Child Protection Specialist, UNICEF UK, London
Group interview, Child Protection Team - VAC, Adolescents and Justice, UNICEF Cambodia, Phnom Penh
Individual interview, Chief of Child Protection, UNICEF Cambodia, Phnom Penh
Individual interview, reproductive health consultant, UNICEF Cambodia, Phnom Penh
Individual interview, Child Protection Specialist, UNICEF Cambodia, Phnom Penh
Individual interview, Justice Specialist, UNICEF Cambodia, Phnom Penh
Individual interview, Regional Adviser, UNICEF EAPRO, Bangkok
Individual interview, UNFPA representative, Phnom Penh
Individual interview, VAC specialist, UNICEF Cambodia, Phnom Penh

Phnom Penh
Individual interview, Secretary of State, MoSVY, Phnom Penh
Group interview, Social Welfare Department representative, Child Welfare Department representative, Disability Welfare Department representative, MoSVY, Phnom Penh
Group interview, Under Secretary of State and Director General, MoWA, Phnom Penh
Group interview, Chief of Child Protection and Monitoring Unit, Chief of Admin, Planning and Finance, Deputy Chief of Education and Dissemination Unit, Cambodian National Council for Children, Phnom Penh
Individual interview, Deputy Director, Ministry of Justice, Phnom Penh
Individual interview, DoSVY representative, Phnom Penh
Individual interview, Provincial Department of Women's Affairs, Phnom Penh province
Individual interview, OSVY representative, rural district, Phnom Penh
Individual interview, OSVY representative, urban district, Phnom Penh
Individual interview, 3PC social worker, Phnom Penh
Individual interview, 3PC social worker, Phnom Penh
Group interview, 2 social workers, Friends International, Phnom Penh
Individual interview, ICS, Phnom Penh
Individual interview, WCCC representative, Phnom Penh

Individual interview, CWCC representative, rural district, Phnom Penh
Individual interview, CWCC representative, urban district, Phnom Penh
Individual interview, CWCC representative, urban commune, Phnom Penh
Individual interview, CWCC representative, rural commune, Phnom Penh
Director of Primary Education, Phnom Penh
Deputy Director of Primary Education, Phnom Penh
Individual interview, Director, NGO run RCI (2), Phnom Penh
Group interview, case workers, NGO run RCI (2), Phnom Penh
Group interview, Deputy Director and two teachers, primary school, Phnom Penh
Individual interview, Police Committee representative, Cambodian National Police, Phnom Penh
Individual interview, Police Chief, rural commune, Phnom Penh
Individual interview, Police Chief, urban commune, Phnom Penh
Group interview, manager of maternity division and two nurses, municipal hospital, Phnom Penh

Kandal
Individual interview, DoSVY representative, Kandal province
Individual interview, Provincial Department of Women's Affairs, Kandal province
Individual interview, OSVY representative, rural district, Kandal province
Individual interview, OSVY representative, urban district, Kandal province
Individual interview, 3PC social worker, Kandal province
Group interview, 2 DosVY social workers, Kandal province
Individual interview, Friends International case worker, Kandal province
Group interview, 2 DoSVY social workers, Kandal province
Individual interview, WCCC representative, Kandal province
Individual interview, CWCC representative, rural district, Kandal province
Individual interview, CWCC representative, urban district, Kandal province
Individual interview, CWCC representative, urban commune, Kandal province
Individual interview, CWCC representative, rural commune, Kandal province
Individual interview, Manager, NGO run RCI, Kandal Province
Group interview, provincial police, including anti-trafficking and juvenile protection unit, Kandal province
Individual interview, Anti-human trafficking and juvenile protection police, Kandal Province
Group interview, Chief of Post and Deputy, urban commune, Kandal province
Individual interview, Chief of Post, rural commune, Kandal province
Individual interview, Chief of Maternity Ward, hospital, Kandal province

Preah Sihanouk
Individual interview, DoSVY representative, Preah Sihanouk province
Individual interview, Provincial Department of Women's Affairs, Preah Sihanouk province
Individual interview, OSVY representative, rural district, Preah Sihanouk province
Individual interview, OSVY representative, urban district, Preah Sihanouk province
Group interview, WCCC, Preah Sihanouk Province
Individual interview, 3PC social worker, Preah Sihanouk province
Individual interview, Mlop Tapang social worker, Preah Sihanouk province
Individual interview, Mlop Tapang social worker, Preah Sihanouk province
Individual interview, CWCC representative, rural district, Preah Sihanouk province
Individual interview, CWCC representative, urban district, Preah Sihanouk province
Individual interview, CWCC representative, urban commune, Preah Sihanouk province

Individual interview, CWCC representative, rural commune, Preah Sihanouk province
Individual interview, Director, Primary School, Preah Shanouk Province
Individual interview, Deputy Police Post Officer, Urban commune, Preah Sihanouk province
Individual interview, Office of Anti-Human Trafficking and Juvenile Protection, Preah Sihanouk province

Battambang
Individual interview, DoSVY representative, Battambang province
Individual interview, Provincial Department of Women's Affairs, Battambang province
Individual interview, OSVY representative, rural district, Battambang province
Individual interview, OSVY representative, urban district, Battambang province
Individual interview, DoSVY social worker, Battambang province
Group interview, 3PC social workers, Battambang province
Individual interview, WCCC representative, Battambang province
Individual interview, CWCC representative, rural district, Battambang province
Individual interview, CWCC representative, urban district, Battambang province
Individual interview, CWCC representative, urban commune, Battambang province
Individual interview, CWCC representative, rural commune, Battambang province
Individual interview, Director, state run RCI, Battambang province
Individual interview, Director, Primary School, Battambang province
Group interview, Anti-Human Trafficking and Juvenile Protection police unit, Battambang province
Individual interview, Police Chief, rural commune, Battambang province
Group interview, doctor, nurse and administrator, Battambang province

Siem Reap
Individual interview, DoSVY representative, Siem Reap province
Individual interview, Provincial Department of Women's Affairs, Siem Reap province
Individual interview, OSVY representative, rural district, Siem Reap province
Individual interview, OSVY representative, urban district, Siem Reap province
Individual interview, DoSVY social worker, Siem Reap province
Group interview, 2 friends international social workers, Siem Reap province
Individual interview, WCCC representative, Siem Reap
Individual interview, CWCC representative, rural district, Siem Reap province
Individual interview, CWCC representative, urban district, Siem Reap province
Individual interview, CWCC representative, urban commune, Siem Reap province
Individual interview, CWCC representative, rural commune, Siem Reap province
Individual interview, Head of Child Protection, NGO run RCI, Siem Reap Province
Group interview, Deputy Head of school and two teachers, primary school, Siem Reap province
Group interview, Anti-human Trafficking and Juvenile Protection Police and Provincial Police, Siem Reap province
Individual interview, Police Chief, Urban Commune, Siem Reap Province
Individual interview, Police Chief, Rural Commune, Siem Reap Province

Kampong Speu
Individual interview, DoSVY representative, Kampong Speu province
Individual interview, Provincial Department of Women's Affairs, Kampong Speu province
Individual interview, Co-director, NGO run RCI, Kampong Speu province
Group interview, Principal, Deputy Principal, Secretary, primary school, Kampong Speu province

Individual interview, Anti-trafficking and juvenile protection police, Kampong Speu province
Individual interview, Deputy Chief, rural commune, Kampong Speu province
Individual interview, Chief of post, urban commune, Kampong Speu province

Kampot
Individual interview, DoSVY representative, Kampot province
Group interview, Principal, Deputy Principal, primary school, Kampot province
Group interview, Office of Anti-Human Trafficking and Juvenile Protection, Kampot province
Group interview, Acting police chief and police officer, urban commune, Kampot province
Group interview, Deputy police inspector and officers, rural commune, Kampot province
Individual interview, midwife, hospital, Kampot province

Kampong Chhnang
Individual interview, DoSVY representative, Kampong Chhang province
Individual interview, Provincial Department of Women's Affairs, Kampong Chhnang province
Individual interview, Police Chief, urban commune, Kampong Chhnang province
Individual interview, Police Chief, rural commune, Kampong Chhnang province

Kampong Thom
Individual interview, DoSVY representative, Kampong Thom province
Group interview, Anti Trafficking and Juvenile Protection police, Kampong Thom Province
Group interview, Principal and Secretary, primary school, Kampong Thom province
Provincial Department of Women's Affairs (PDoWA)
Individual interview, Deputy Director, state-run RCI, Kampong Thom province
Rural commune police
Urban commune police
Rural commune CWCC
Urban commune council

Case studies
Group interview, 3 reintegrated children (siblings), Battambang province
Individual interview, mother receiving prevention services, Battambang province
Individual interview, child in the process of reintegration, Siem Reap province
Individual interview, boy in the process of reintegration, Siem Reap province
Individual interview, boy receiving prevention services, Phnom Penh
Individual interview, girl receiving prevention services, Phnom Penh
Group interview, case workers providing prevention services, Phnom Penh
Individual interview, girl receiving prevention services, Kandal
Individual interview, girl receiving prevention services, Kandal
Individual interview, mother of twins undergoing the process of reintegration, Kandal province
Group interview, twins undergoing the process of reintegration, Kandal province
Individual interview, mother of child receiving services, Preah Sihanouk province
Individual interview, mother of child receiving services, Preah Sihanouk province
Individual interview, child receiving services, Preah Sihanouk province
Individual interview, child receiving services, Preah Sihanouk province
Individual interview, grandmother of three children undergoing the process of reintegration, Preak Sihanouk province
Individual interview, mother receiving prevention services, Battambang province

Focus group discussions

Focus group discussion, 9 parents, rural commune, Siem Reap province
Focus group discussion, one grandmother and two young people, rural commune, Phnom Penh
Focus group discussion, 7 parents, urban commune, Phnom Penn
Focus group discussion, 8 parents/grandparents, urban commune, Kandal
Focus group discussion, 7 parents/grandparents, rural commune, Kandal
Focus group discussion, 8 parents, rural commune, Kampong Speu province
Focus group discussion, 5 parents, rural commune, Kampot province
Focus group discussion, 8 parents, urban commune, Kampot province
Focus group discussion, 8 parents and grandparents, urban commune, Kampong Speu province
Focus group discussion, 8 parents/grandparents, rural commune, Kampot province
Focus group discussion, 8 parents/grandparents, rural commune, Preah Sihanouk province
Focus group discussion, 7 parents/grandparents, urban commune, Kampong Chhnang province
Focus group discussion, 8 parents, urban commune, Preah Sihanouk province
Focus group discussion, 8 parents/grandparents, rural commune, Battambang province
Focus group discussion, 9 parents and grandparents, urban commune, Kampong Thom province
Focus group discussion, 9 parents and grandparents, rural commune, Kampong Thom province

Consultations

First reference group

With key stakeholders and decision-makers from:
Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSVY)
Department of Social Affairs, Veterans and Youth Rehabilitation (DoSVY)
Partnership Programme for the Protection of Children (3PC)
UNICEF Child Protection Team
Family Care First
World Vision International
NGO-CRC
Adolescent and Youth Reference Group Representatives

Validation workshop

With key stakeholders and decision-makers from:
Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSVY)
Department of Social Affairs, Veterans and Youth Rehabilitation (DoSVY) directors and child welfare focal points in the five priority provinces
Office of Social Affairs, Veterans and Youth Rehabilitation (OSVY) directors in the five priority provinces
Social workers in the five priority provinces
Ministry of Women's Affairs (MoWA)
Ministry of Justice (MoJ)
Ministry of Interior (MoI)
Ministry of Cult and Religions (MoCR)
Ministry of Education, Youth and Sport (MoEYS)
Ministry of Health (MoH)
UNICEF Cambodia Child Protection Team
United States Agency for International Development (USAID)
Department of Foreign Affairs and Trade (DFAT)
Japanese Embassy
Friends International

Partnership Programme for the Protection of Children (3PC)
Save the Children
Plan International
Hagar International
Open Institute
NGO Coalition on the Rights of the Child (NGO-CRC)
Improving Cambodia's Society through Skilful Parenting (ICS-SP)
Office of the United Nations High Commissioner for Human Rights (OHCHR)
United Nations Population Fund (UNFPA)
UN Women
World Health Organisation

Annex 12: Summary of Findings, Conclusions and Recommendations

Evaluation Question	Findings	Conclusions	Recommendations
Relevance			
1. How relevant and consistent has the Child Protection Programme been to national priorities and commitments of UNICEF in considering aspects of violence prevention and response as well as to the needs of the most vulnerable girls and boys in Cambodia?	Programme is relevant to all pertinent guidelines and plans and to the complex situation of child protection in Cambodia. The Survey indicated that there remains a need to improve child participation in decisions that affect them and to take their views into account, especially in the process of reintegration.	The Programme was found to be consistent with UNICEF's Global Strategic Plan 2018-2021, as well as Agenda 2030 and the Sustainable Development Goals. Multi-disciplinary and multi-sectoral approach highly relevant to context.	
Effectiveness			
2. To what degree has UNICEF's Child Protection Programme contributed to the creation of positive conditions and changes for keeping vulnerable girls and boys in families, supporting their safe reintegration into family care, and protecting them from violence through institutional and legislative frameworks, quality services and a supportive community environment?	National and Provincial Action Plans for Improving Child Care; the launch of the costed VAC Action Plan; the appointment of 31 new social workers to DoSVY and NGOs in the five priority provinces; delivery of the Positive Discipline Programme to 409 schools; the Child Protection Clinical Handbook; the Child Protection in Pagodas programme (including the Child Protection in Policy) and the addition of training materials on identification and referral of children in need of protection into the Buddhist Education Institute Curriculum; the Juvenile Justice Law; 3PC for reintegration of children from RCIs and the provision of community-based services to prevent family separation; the development of the digital inspection system for RCIs and the development of a behavioural change communications strategy. Unclear roles and responsibilities for various bodies involved in child protect, leading to duplication of services in some cases and lack of services in others.	Effective advocacy and implementation of system-strengthening plans and guidelines. Fragmented and largely uncoordinated child protection system is that it is not possible to say that, at present, there is a supportive community environment. Going forward, and in order for there to be an effective child protection service that protects children from VAC and family separation, UNICEF will need to use its influence and best endeavours to support institutional reform and to leverage resources from Government.	It is recommended that the Positive Discipline Programme be continued into the next Country Programme 2018-2023, and be expanded to cover all provinces, if financial resources allow. It is recommended that a social work case management system should be introduced as a matter of urgency, and that case files should be opened and kept by the body responsible for investigation, assessment, risk analysis, care planning and reviews (i.e., OSVY/DoSVY). It is recommended that consideration be given to a change of approach in the new Country Programme. With the increase in experience of social workers in reintegration over the course of the Child Protection Programme 2016-2018, the emphasis in the new Country Programme 2018-2023 should be on family support and the expansion and

			use of community-based, alternative care settings (especially foster care), with placement in a residential care institution (RCI) being treated as an exception. It is recommended to increase trainings for all relevant bodies, including CCWC staff, social workers and health and education professions.
Efficiency			
3. To what extent and how has UNICEF mobilized and used its resources (human, technical and financial) and improved coordination to achieve its planned results for Child Protection?	Lack of relevant legal instruments on child protection, a lack of detailed planning by Government for the delivery of quality child protection services and a significant lack of human and financial capacity within the child protection system. Funding 31 social workers, advocating for a new Child Protection Law and advocating with and supporting MoSVY to submit a proposal to the Council of Ministers for a Child Protection Technical Unit within the Ministry.	UNICEF has faced challenges in ensuring the quality of reintegration services and support to children provided both by DoSVY and NGOs. Issues of governance within the child protection system; a lack of relevant legal instruments on child protection, a lack of detailed planning by Government for the delivery of quality child protection services and a significant lack of human and financial capacity within the child protection system. Lack of trained, skilled and experienced social workers in the government service combined with an inadequate budget to meet the needs of children and families, which has an inevitable impact on the quality of services.	It is recommended that UNICEF continue to prioritise legal and organisational reform. It is recommended that UNICEF undertake further discussion with the Government on the organisational framework for delivery of child protection both with CCWC and the Police.
Sustainability			
4. To what extent are the benefits and achievements of the UNICEF supported programmes likely to continue after the programme has ended through national ownership, changes at family and community level, and scalability and use of partnerships for sustainability?	NGOs providing the bulk of child protection services, i.e., 3PC and Family Care First. Insufficient investment by Government to maintain reduction in children living in RCIs.	There is currently a heavy reliance on the NGO sector (and particularly 3PC and Family Care First) for the provisions of child protection services. It is unlikely that quality child protection services can be provided in the medium to long-term without further economic investment by the Government.	It is recommended that UNICEF use its influence and leverage with national and sub-national Government to set a dedicated budget for child protection over the next Country Programme. It is recommended that UNICEF encourage DoSVY in the five target provinces to engage with NGOs to draft a bi-annual Child Protection Services Plan.

Annex 13: Team Member Biographies

Evaluation Team Leader: Professor Dame Carolyn Hamilton

Carolyn Hamilton is Professor Emeritus of Law at the University of Essex, a Fellow of the Human Rights Centre and Director of International Programmes and Research at Coram Children's Legal Centre. She was also the Senior Legal Adviser to the Children's Commissioner and served as the Children and Families Commissioner to the Legal Services Commission. She has practised in the English courts as a child lawyer, taking cases on children's rights to the Supreme Court.

Dame Carolyn is an internationally known human rights and child rights lawyer who has published widely on issues of children's rights, including child protection, juvenile justice, children in armed conflict, violence against children, children and counter-terrorism, children and education, child labour, child marriage, gender-based violence, child exploitation, trafficking, refugee and asylum-seeking children and administrative justice. She has extensive practical experience of child protection, and has worked as a consultant to UNICEF, UNODC, UNHCHR, UNICRI, UN Women, UNDP and IGOs for the last 20 years in over 20 countries.

For the last 30 years, Carolyn has specialised in monitoring and evaluation, and particularly in UN monitoring mechanisms and programme evaluation, as well as in providing technical assistance to government and IGOs on the development of strategies, action plans, programming and law reform. She has had more than 15 years of experience leading and managing quantitative and qualitative research projects on children's rights issues and providing expert technical assistance on reform of child justice and child protection systems across the world, including in the Asia-Pacific Region, in Indonesia, Cambodia, Laos, Myanmar, Thailand and Vietnam. She is highly familiar with UNEG guidance and UNICEF evaluation criteria. Carolyn has trained and mentored junior evaluators and researchers in the majority of her research.

Carolyn was awarded the Sigrid Rausing prize for inspirational leadership in 2005 and the Children's Legal Centre, of which she is Director, was awarded the Gandhi Peace Prize in October 2009 for its work with refugee and asylum-seeking children in England and its project for sexually exploited and trafficked girls in Tajikistan. In 2017, she was made a Dame Commander of the British Empire by the Queen of England.

International Researchers

Kara Apland (Senior Researcher at Coram International) holds an MSc in Human Rights Law and Sociology (distinction) from the London School of Economics and Political Science and a BA in Political Science and Economics (honours) from Brown University. She has also completed post-graduate work in statistical analysis at the London School of Economics and Political Science.

Kara has over 8 years of experience in applied social and legal research including designing and implementing quantitative and qualitative research methodologies, conducting evaluations and assessments, drafting analytical reports and developing recommendations for policy and programming in a number of countries, including: Bangladesh, Bosnia and Herzegovina, Cambodia, El Salvador, Ghana, India, Indonesia, Kenya, Lao PDR, Liberia, Libya, Moldova, Myanmar, Nigeria, Pakistan, Sierra Leone, South Africa, Sri Lanka, Tanzania and Vietnam. Before joining Coram International, Kara completed research fellowships from Brown University and Yale Law School.

Kara has extensive experience in monitoring and evaluation within the field of children's rights and has particular experience in the thematic areas of child protection and systems reform. Currently, Kara is conducting a final evaluation of UNICEF's Justice for Every Child Project in Bosnia and Herzegovina, which considers the relevance, effectiveness, efficiency, impact and sustainability of the Project and its contributions to justice reform and contains a set of actionable recommendations to inform future programming. She was part of the Coram international team conducting a formative evaluation of UNICEF's Child Protection Programme in Myanmar, and also led field research for the

assessment of alternative care practices for children in communities in Cambodia. Finally, as part of her contributions to Coram international's child protection work in Tanzania, Kara contributed to on-going monitoring and evaluation of the relevant government agencies implementation of a 5-year reform strategy, through reporting on standardised indicators.

Kara has strong participatory research skills, and has considerable experience leading interviews, focus group discussions and other collaborative research with a range of vulnerable groups, including children and young people. She has trained teams of researchers on research methods, including the administration of quantitative data collection tools, in a number of countries, including Cambodia, India, Lao PDR, Libya, Myanmar and Pakistan.

Elizabeth Yarrow (Senior Researcher at Coram International) is a PhD candidate at the University of Cambridge Centre for Multidisciplinary Gender Studies. She also holds a LMM in International Human Rights Law (distinction) and a MA in Social and Political Science (hons). Liz has 10 years' experience working in applied social research, evaluation and programming, especially in the field of child protection, and violence against children.

Liz has extensive academic and professional training in social research and evaluation methodologies, and has taken methods courses in advanced evaluation, systematic review, multivariate analysis, sampling and weighting and others, at the University of Cambridge and the Social Research Association: a professional membership body for social researchers in the UK. She is proficient in the use of a number of qualitative and statistical software programmes including Nvivo, SPSS and STATA.

Liz has considerable professional experience designing, managing and implementing mixed-methods, quantitative, qualitative and participatory research projects, evaluations and assessments, for UN agencies and development organisations around the world, and has particular experience in South East Asia, having worked on research consultancies for UNICEF, UN Women and UNFPA in Thailand, Lao PDR, Cambodia, Myanmar, Indonesia, Timor Leste, and Vietnam.

Recent projects have included a formative evaluation of UNICEF's efforts towards child protection systems building in Myanmar and an assessment of work towards child protection systems strengthening for UNICEF in Nigeria. Liz is currently embarking on a baseline assessment for UNICEF Thailand to concerning the functioning of the child protection system and coordination of child protection services.

Liz is the author of numerous reports, journal articles and book chapters, on subjects related to child protection, violence against children, and gender-based violence.

Kirsten Anderson is a lawyer and socio-legal research specialist, with over ten years of experience in child rights, child law and policy. She is currently employed as Research and Policy Manager at Coram Children's Legal Centre, where she has worked for the past seven years. Prior to this, she worked for three years as a Research Fellow at the University of Melbourne Law School, carrying out legal and sociological research on international law, children's rights and child protection.

She has considerable experience carrying out and managing qualitative and quantitative research projects on children's rights issues, and providing expert technical assistance on reform of child justice and child protection systems across the world, including in the Asia-Pacific Region. She is an expert in legal analysis; research and methodological design, including for large-scale studies; questionnaire design and quantitative data collection, collation and analysis; qualitative research; participatory and child-friendly research techniques; design of monitoring and evaluation frameworks (including for the analysis of cost-effectiveness of programmes and interventions) and writing research reports and other publications. She has particular expertise in managing, designing and carrying out research on violence against children and other child protection issues, and at remotely managing national teams of researchers. She also has expertise in developing policy documents, including reform strategies for child protection systems, and carrying out legal and operational reforms of child protection systems, including alternative care arrangements.

Kirsten holds a Master's in Public and International Law from the University of Melbourne, a Bachelor of Laws and a Bachelor Arts (Cultural Studies) from Griffith University (Australia).

Anna Makin holds a D.Phil. (Ph.D.) in political science from the University of Oxford, as well as an M.A. (with distinction) and a B.A. (first class), both in political science, from the University of Essex. She also holds a Graduate Diploma in Law from BPP University Law School, London. She has previously held positions as a stipendiary lecturer at Lincoln College, University of Oxford, and visiting research fellow in the Department of Development Sociology at Cornell University.

Anna has particular expertise in implementing research projects using mixed methods research designs which draw on both quantitative and qualitative research techniques. Her doctoral research combined quantitative analysis of sub-national statistical data with qualitative semi-structured interviews with victims of state violence, local government officials and key social movement and NGO leaders in Brazil. More recently, she developed a mixed-methods research design for a national study on violence against children as part of a research consultancy for UNICEF Bulgaria.

Anna has also completed training in conducting focus groups with the Social Research Association (SRA) in London.

National Researchers

Soksan Tem is a Cambodian national with over 10 years' experience of research undertaking field research for a range of clients in Cambodia. Research projects have included impact and project evaluation studies including a final evaluation of the "Children's Rights Training and Advocacy Project" for the human rights NGO LICADHO. As a research coordinator to the NGO Committee on the Rights of Children he gained specific insight into to the situation of children in Cambodia.

Soksan has extensive experience of coordinating research teams for qualitative and quantitative research and in planning and managing fieldwork. Among other things this has included developing questionnaires and interview guides, moderating focus group discussions and conducting training for data collectors.

Soksan also has strong data management and analysis skills having lead and managed data collection, verification, cleaning and analysis using the SPSS software package.

Soksan has extensive experience working with government officials, community members and leaders, community-based and non-governmental organizations (CBOs/NGOs) and through this has developed a well-established network of contacts. Soksan has a high level of English and in his work has undertaken written translations between English and Khmer.

Phally Keo is a Cambodian national with over 6 years of experience of qualitative and quantitative research. She holds a BA in Sociology and a Master's degree in Sociology-Anthropology, both from the Royal University in Phnom Penh.

Phally has worked as a researcher on a range of projects for NGOs as well as the University of Sydney. Research projects have included an evaluation of a programme to prevent sex trafficking as well as research into the on livelihoods of orphans in Cambodia. Phally has experience in all parts of the research cycle, preparing methodologies, drafting tools and questionnaires, collecting qualitative and quantitative data, transcribing interviews, analysing data and drafting of reports. Further she has experience of planning research and supervising data collection.

She has also worked as a coordinator at the Department of Law at the University of Battambang teaching social research methods, philosophy and human relations. She has a high level of English and experience of translating between Khmer and English and transcribing from Khmer directly into English.