

Annex H: Data Collection Tools

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As an opening, please ask the participants about their role and about the programme: what have they been contributing to the reforms etc. Also ask them about the activities they are engaged now as it relates to the reforms.

1. What do you think have been the major reforms to childcare and institutionalisation since 2009 (or as long as they can remember)!
2. Which of the reforms do you think are most important?
3. How important has UNICEF's role been in bringing about the reforms?
4. To what extent do you think that the reforms have been implemented?
5. Do you think that the reforms have benefitted children with disabilities and marginalised, hard to place children?

6. Have there been notable and sustained changes in terms of budgeting with a switch from institutional care to community based services and family based alternative care?
7. Has there been an increase in the number of trained social workers since 2009 and how adequate are the numbers now to meet the needs of children in the country?
8. Do you think that there is real political will to implement the reforms? If not, why not?
9. Are there other major challenges in implementing the childcare reforms? (*Probe: and get them to discuss the challenges*)?
10. Do you think the goals of the reform need to change? What would you add?
11. How important do you think UNICEF's role has been in childcare reform, say over the last 5 years?
12. How do you see UNICEF's role changing over the next 5 years?
13. What impact do you think COVID-19 has had on the reforms?
14. Do you think the effects of the Ukraine war will impact on the reforms?

GOVERNMENT INTERVIEW: Ministry of Labour and Social Welfare / Ministry responsible for child protection and institutions

Can also be used for sub-national level

Title of Study: Review of childcare and deinstitutionalisation in the Eastern Europe and Central Asian Region

Institutions: Coram International, UNICEF

Name and contact details of the Principal Investigator: Carolyn Hamilton, international@coramclc.org.uk

Contact details of UNICEF:

Name and contact details of the researcher:

Name and position of Interviewee:

Geographical location:

**MINISTRY RESPONSIBLE FOR CHILDREN AND SUB-NATIONAL HEAD FOR THE
MINISTRY**

General:

1. When did the process of childcare reform and deinstitutionalisation start?
2. What factors sparked the process of reform – why was it started?
3. Which body (or bodies) were most influential in bringing about the reforms? (*Probe: ask to what extent the CRC Committee or the EU a catalyst for the reform process*)?
4. What were the main goals of the childcare and deinstitutionalisation reforms since 2009 (or as long as interviewee can remember)?
5. Have there been any changes to the goals of the reform since 2009 (*Probe: maybe focus shifted to more preventive services, or more foster care, or preventing NGOs / private providers from opening homes*)?
6. What have been the major changes to child-care and institutionalisation as a result of the reforms since 2009 (*Probe for detail*)?
7. What new services were introduced for children at risk of institutionalisation or reintegrated after 2009 as a result of the reforms? (*Probe: procedural/statutory services, prevention of separation, community based services, family substitute care.*)
8. Who were the main actors contributing to these changes?
9. Are the services being offered in all areas of the country?
10. Are there regions or areas in your country where the availability and accessibility of these services is lagging behind? What are the causes of these disparities? Are there any special measures taken to reduce disparities?

11. Is there a need to improve the services currently available? If yes, what would you like to see improved / offered?
12. Has the law been amended to implement the laws into the legal framework? Which laws were introduced to achieve this since the reforms began? Are they adequate or are more legal changes needed?
13. What steps were taken to reduce both the number of institutions and the number of children living in them? (*Probe: have they stopped private persons or NGOs from opening new bodies, closed State homes, reorganised them into family units, small group homes etc*)
14. What steps have the government taken to ensure that CWD and other hard to place children are included in the reforms (e.g., provision of day care centres, inclusive education, home visits, respite care).
15. How successful do you think the reforms have been at supporting CWD and other vulnerable children with their families (e.g., Roma, minorities, refugees, girls, children with single parents, children whose parents are alcoholics, in prison etc)
16. How many residential institutions for children remain? (Make sure we have all the names, though we might already have these). How many children are placed in the institutions?
17. Has there been a reduction in the number of children who are living in institutional care since 2009 (Check that we have the figures)? Do you expect the number to reduce further?
18. If children are reintegrated with their parents, what support does the State offer?
19. Is there a clear policy on children transitioning from care and the support that they will be offered. Is there any consideration of increasing support for children transitioning from care at the present time?
20. Do you think that the current policy / practice on childcare focuses sufficiently on supporting children and families? In particular, do you think that
 - a. There is sufficient focus on prevention of separation of children from families;
 - b. There is sufficient emphasis on supporting kinship care
 - c. There is sufficient effort by the government to recruit and support foster carers?
 - d. There is sufficient emphasis on preventing institutionalisation and reintegration of children from homes

e. There is sufficient emphasis on supporting children who leave care?

21. What in your view was the most positive aspects of the reforms?

22. What were the most negative aspects of the reforms / did not work well / did not bring about the hoped-for change?

23. What would you say have been the main challenges in implementing the reforms? (*Probe: local, national level; financial support, human resources, infrastructure, resistance to change*). Is the institutional framework sufficient for ensuring prevention of separation from the family?

24. Were there any particular aspects of the reforms which acted as a catalyst for further reform?

25. Were there any external factors that affected the goals of the reform – for instance, COVID-19? The Ukraine war?

26. Do you think there were gaps in the reforms that affected the outcome?

27. Were there areas of reform that you would like to have seen included? (ie which were not in the reforms)?

28. Do you think the reforms mean that the childcare system now meets international standards? Are further changes needed?

Public support

29. Do you think that there has been increasing public support for childcare reform and a reduction in the use of institutionalisation since 2009? If yes, what do you think brought about the change in public view? If no, why do think that is?

30. What would you say is the public attitude towards increasing?

- a. Support to families to prevent separation?
- b. Provision of kinship, foster care and adoption? family
- c. the use of small, family type homes
- d. the use of institutions, but only where no alternative
- e. the use of institutions
- f. Indifferent / not interested in childcare reforms.

Joint working

31. Does the Ministry have a policy of joint working with education and health?
32. Is there a coordination body at national level to handle the reforms?
33. If there is a coordination body, which other agencies / ministries are represented?
Any other bodies?

Money

34. How has the budget changed since 2009?
35. Has there been a reallocation of budget money away from residential services to community based and family based alternative care services?
36. How are residential institutions for children currently funded? (*Probe: on the basis of the number of children? Number of beds available? Set figure regardless of children present?*)
37. If there were changes in the budget allocation away from residential institutions, has the Ministry been allocated sufficient money for community support services and alternative care? (*Probe as to which services get allocated funds*).

UNICEF's contribution

38. What contribution has UNICEF made to the childcare and institutional reforms?
39. How valuable do you think their contribution has been?
40. Has their contribution been aimed at the most vulnerable children?
41. Are there any services that would not have been introduced were it not for UNICEF's support?
42. Would deinstitutionalisation have happened without UNICEF's contribution?
43. What contribution from UNICEF would be most useful over the next 5 years?

And finally...

44. Did you incorporate anything into your country's reforms that you learnt from another country in the region?

45. Do you think that there are any lessons learned or good practice examples that have come out of the reforms, that would be useful to share with other countries in the region?

GOVERNMENT INTERVIEWS: Ministry responsible for education

Mi

heads Can also be used for
of resou ce centres a nd at sub - national level

Title of Study: Review of childcare and deinstitutionalisation in the Eastern Europe and Central Asian Region

Institutions: Coram International, UNICEF

Name and contact details of the Principal Investigator: Carolyn Hamilton, international@coramclc.org.uk

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Geographical location:

MINISTRY RESPONSIBLE FOR EDUCATION AND FOR THE RESOURCE CENTRES

General inclusion in education questions

1. What changes have been made to the inclusion of children with disabilities in education since 2009?
2. What is the current policy on inclusion of children with all forms of disabilities in schools?

3. At what age are CWD offered educational support? (*Probe: are they offered support to access pre-school kindergarten / day care / early childhood development programmes to assist with their development and get them ready for school?*)
4. Who assesses whether a child has special needs and the nature of those special needs?
5. If the child is assessed as having special needs, what happens then? (*Probe about the process*)
6. If the child requires support, who provides that?
7. What forms of support can be provided?
8. Does it differ according to whether the child has medical needs or intellectual needs?
9. What proportion of children in schools have special educational needs?
10. What proportion of schools are physically accessible to wheelchair users? How has this changed since 2009?
11. What proportion of schools have teachers who are trained to work with children with special needs?
12. Are there schools with units for the deaf? Visually impaired? Autism? Downs Syndrome? Learning disabilities? (*Probe as to whether children with these disabilities would be admitted to a school*)
13. Why would a child be placed in a resource centre? (*Probe whether this is purely to do with receiving specialised education or is it for some other reason as well – ie no parental care*)
14. What is the process for admitting a child into a resource centre? (*Ask them to explain in detail who does what, and in particular, who assesses the disability*)
15. Who decides following an assessment whether a child is admitted into a resource centre?
16. How many children are resident at resource centre? Ages? Genders? Ethnicity? Nationality?
17. Do resource centres also take day children (i.e., non-resident)?

18. Which areas of the country does your resource centre draw from?
19. What proportion of the children in your resource centre would you say
 - a. Severe disabilities (intellectual / learning or compound disabilities)
 - b. Moderate disabilities
 - c. Slight disabilities (eg deaf / blind / physically disabled but no intellectual disability or learning disabilities)
20. What proportion of the teaching staff are trained to educate children with the specific disabilities the resource centre caters for?
21. Are care staff at the resource centre trained to care for children with specific disabilities?
22. Do children in resource centres have allocated social workers?
23. Is there an inter-sectorial committee for child with disabilities with decision making power at local or national level? (Ask them to name it – they may say the local centres for social work which would be the appropriate answer)
24. Do the resource centres coordinate with the centres of social work? (*Probe: do they work with the centre of social work where the child is habitually resident or where the school is based? How do they work together?*)
25. Do the resource centres coordinate with health services? how and with whom?
26. What proportion of children in the resource centres have regular family visits during the term time?
27. What steps does the resource centre take to encourage family visits?
28. What effect have the childcare and deinstitutionalisation reforms had on resource centres? What has changed since 2009?
29. What percentage of the children in the resource centre do you think could cope in a mainstream school if there were a special unit within the school to support them?
30. What percentage of children in the resource centre could be supported in their families or in specialist family care?

31. What value do you think the resource centres add for children over and above what they could get if they remained at home?
32. How long do children stay in the resource centre?
33. What happens to children when they leave the resource centre? Where do they go?
- Back to family / kinship care
 - Independent living
 - Small group home
 - Komanski Most
 - Other
34. What form of support is offered to a child when he or she leaves the resource centre?
- Housing
 - Finance
 - Help to stay in education
 - Help to find employment
 - other
35. What happens if a child has a crisis after leaving? Can you provide support and accommodation to that child?
36. What would you say have been the positives of the reforms in terms of improving support to CWD to prevent institutionalisation?
- Introduction of a legal framework to prevent institutionalisation
 - Implementation of the legal framework
 - More and better services that meet the needs of CWD;
 - more financial resources,
 - better trained staff,
 - less stigma
 - more inclusion of children with disabilities in schools

h. other

37. What would you say have been the negatives of the reforms in terms of improving support to prevent institutionalisation?

a. Legal framework does not prevent institutionalisation

b. The legal framework is there but is not implemented

c. No significant increase in services

d. Insufficient financial resources

e. Not enough trained and skilled personnel

f. Stigma has remained

g. Has not resulted in an increase of meaningful inclusive education for children with disabilities or minority children

h. Other

38. Overall, how effective do you think the overall childcare reforms have been in terms of supporting CWD to remain in their family and preventing institutionalisation? If they have not been effective, why not?

39. Has the COVID-19 epidemic had an impact on CWD and the provision of services *(please probe and find out what impact and why – eg the closure of schools, cessation of support services, isolation, lack of stimulation, lack of education etc)*

40. What role do you think UNICEF has played in the reforms?

a. Effective advocacy resulting in changing policy / legal framework/ case management?

b. Pilot programmes?

c. Building capacity of those working with CWD?

d. Other?

41. What future reforms would you like to see?

**CENTRES FOR SOCIAL WORK / BODY RESPONSIBLE FOR CHILD PROTECTION
QUESTIONNAIRE**

Title of Study: Review of childcare and deinstitutionalisation in the Eastern Europe and Central Asian Region

Institutions: Coram International, UNICEF

Name and contact details of the Principal Investigator: Carolyn Hamilton,
international@coramclc.org.uk

Contact details of UNICEF:

Name and contact details of the researcher:

Name of body:

Name and position of Interviewee:

Geographical location:

QUESTIONS FOR FOCUS GROUP DISCUSSION OR INDIVIDUAL INTERVIEW, AS APPROPRIATE

Part 1: General

A. Policy and reform

- 1.1 Do you think that there is a clear national policy on child protection?
- 1.2 Do you think that government policy towards childcare and institutionalisation has changed since 2009? If so, in what way?
- 1.3 Do you think that the current policy focuses sufficiently on supporting children and families? In particular, do you think that
- There is sufficient focus on prevention of separation of children from families;
 - There is sufficient emphasis on supporting kinship care
 - There is sufficient effort by the government to recruit and support foster carers?
- 1.4 Do you think that policy on supporting children with disabilities has changed since 2009 and, if so, how?

B. Childcare reforms

- 1.5 What, in your view, have been the main goals of reforms to the childcare system since 2009?
- 1.6 Have the reforms changed direction in any major way between 2009 – 2021?
- 1.7 Do you think Covid-19 has had an impact on the reforms and, if so, what have those been?
- 1.8 Have there been any other factors which caused the nature of the reforms to be changed?
- 1.9 Overall, do you think the reforms have been coherent?
- 1.10 Do you agree with the goals of the childcare reform (ie deinstitutionalisation and more support for families to prevent separation and family based alternative care) or do you think that the goals should have been different?
- 1.11 If different, what would you have liked to see included in the childcare reforms?
- 1.12 Do you think that legal framework supports the reforms or would you like to see changes? If so, what would you change?

Part 2: Prevention of separation of children from parents / family

2.1 How effective do you think the overall childcare reforms have been in terms of supporting children and parents, and preventing separation of children from parents? If they have not been effective, why not?

2.2 Have there been any differences in the effectiveness of the support offered to children and families with disabilities and those without?

2.3 Has there been / is there still a difference in the support offered to young children and their families and that offered to teenagers and their families?

2.4 How effective do you think the reforms relating to offering support to prevent institutionalisation have been?

(a) In relation to CWD

(b) In relation to hard to place children – including Roma, Egyptian, teenagers and children who are antisocial or in conflict with the law?

(c) in relation to babies and young children.

2.5 What would you say have been the positives of the reforms in terms of improving support to prevent institutionalisation?

(a) more services

(b) more financial resources,

(c) better trained staff,

(d) less stigma

(e) more inclusion of children with disabilities in schools

(f) other

2.6 What would you say have been the negatives of the reforms in terms of improving support to prevent institutionalisation?

(a) No significant increase in services

(b) Insufficient financial resources

- (c) Not enough trained and skilled personnel
- (d) Stigma has remained
- (e) Has not resulted in an increase of meaningful inclusive education for children with disabilities or minority children
- (f) Other

2.7 Do you think that the current law and practice prioritises support of families?

2.8 What are the major challenges faced by social workers in supporting families and preventing the separation of children?

Part 3. Provision of community services

3.1 What services exist to support children at risk of separation in your local area?

3.2 Do you think that there are adequate community services available for CWD and other families in need of support?

3.3 What do you think is missing and should be provided? What are the reasons for the lack of provision? What is being done to fill the gaps?

3.4 How are beneficiaries informed of available or new services?

3.5 How does the government decide what services need to be made available to children and families at risk of separation or in need of alternative care?

3.6 What steps does it take to assess the needs in a local authority / region?

3.7 Do you consider preventive, outreach work to be part of your mandate? Do you conduct outreach services? If not, why not? If yes, how do you do it?

3.8 Is there a budget at local level for the provision of support services? Is it adequate?
(Probe: *public vs. private services, available funds*).

3.9 Are there enough social workers available to support families at risk of separation?

3.10 What role do NGOs and private providers play in the provision of services in your local area?

3.11 Do you think that there are an adequate number of family based alternative care services available to prevent institutionalisation in a region or nationally?

3.12 Are there enough social workers available to find placements for children in need of alternative care?

Part

4. Alternative Care

Only ask these questions where the NGO in question is involved in the provision of alternative care, or works with children in alternative care

4.1 In 2009 children in need of alternative care were most commonly placed in institutional care. Thinking back to 2009, or any time after that, do you think that the use of institutional care has lessened? What do you think has been the reason for that?

4.2 Has the use of kinship care changed since 2009? If so, in what way?

4.3 What are the main challenges for kinship care? (*Probe: financial, not being able to deal with difficult family, relatives unwilling to take children of parents who take drugs / alcoholics/ mental illness, non-cooperative behaviour etc*)

4.4 What changes do you think have occurred in the availability and accessibility of foster alternative care services? (responders are unlikely to remember as far back as 2009 but more recent memories will do).

4.5 What foster care services exist at present (ie are they emergency foster carers, short term, long-term, or foster to adopt)

4.6 What are the main challenges to developing foster care services? (*Probe: likely to be money, people reluctant to come forward, public attitude, don't want to go through the training and selection process, don't want to be monitored by social workers*)

4.7 What do you think are the main challenges for foster carers?

4.8 What do you think are the main challenges for social workers in relation to foster care?

4.9 Do you think that there enough social workers available to find placements for children in need of alternative care?

4.10 What is the public attitude to fostering and to foster children?

4.11 Is the reduction in institutional care a good thing? (*Probe them for reasons to their answer*).

Part

5: Deinstitutionalisation

Only ask questions from this part where the NGO is involved in the provision or working with children in residential care (including working with children who are or who may find themselves in the resource centres)

- 5.1 Which children are most likely to be placed in institutional care?
- 5.2 Why do they enter residential care?
- 5.3 At what age do they enter residential care?
- 5.4 How long do children generally stay in the residential care?
- 5.5 What percentage of children would you say receive regular family visits?
- 5.6 Do children in residential care ever have home visits?
- 5.7 How well do you think that works?
- 5.8 Are there attempts to reintegrate children in residential care? What form do these attempts take and what is the procedure?
- 5.9 What percentage of children are reintegrated with their families before the age of 18?
- 5.10 To what extent are children involved in the decision to reintegrate them?
- 5.11 If they cannot go back to their families, does the home / social worker find them a foster carer?
- 5.12 How successful do you think reintegration has been (ie when they are under 18 as *over-18s ae dealt with under transition from care*)?
- 5.13 Do you think that children are placed in State residential care only when it is a last resort?

Part

5.14 Have there been changes in terms of budgeting and financial flows with greater levels of money for alternative care services?

5.15 Do you think that there are adequate family based alternative care services available in your area? If there were more available would you be able to reduce the number of children in institutions? (*Probe: it maybe that for some children the disabilities are so profound that it would be too much for a foster parent to manage*).

5.16 Do you think Covid-19 has had an impact on the use of institutional care?

6: Quality standards and inspection

6.1 What changes have occurred in ensuring quality standards for childcare services?

6.2 What have these changes meant for the service providers?

6.3 Which body monitors the implementation of the quality standards

6.4 How effective do you think the monitoring is?

6.5 Do you think it has led to an improvement in the quality of services?

6.6 How efficient is the system of registration and inspection of social services?

Part 7: Coordination

7.1 At national level who coordinates the childcare system?

7.2 How well do you think it works?

7.3 At sub-national level, have there been changes in the way childcare services are coordinated since 2009?

7.4 What changes have been made?

7.5 What was the reason for the changes?

7.6 How would you characterize the coordination between the childcare system and other sectors, such as health, education now? (*Probing: cooperation at local, regional and national level*) .

Part

7.7 What do you see as the major challenges to good coordination at sub-national level?

COMMUNITY SERVICES STAFF QUESTIONNAIRE

Title of Study: Review of childcare and deinstitutionalisation in the Eastern Europe and Central Asian Region

Institution : Coram International, UNICEF

Name and contact details of the Principal Investigator: Carolyn Hamilton, international@coramclc.org.uk

Contact details of UNICEF:

Name and contact details of the researcher:

Name of service:

Type of service:

Geographical location:

COMMUNITY SERVICE

1. What is the purpose of your service?
2. Which children is it aimed at (ages/ disabilities/ alleviation of poverty / catch up education etc
3. How many children use your service?
4. How are children admitted to your service?
5. Do you feel that your service prevents abandonment of children / placement of a child in an institution?

6. Do you think there are sufficient preventative services (day care services/early intervention services etc.) in your district/ region? (*Probe: are there enough compared with the demand, are they are accessible for the beneficiaries*). If not, what other services / availability of services are needed?
7. How are your beneficiaries informed about the service?
8. Do children come to your service or do you also provide outreach services?
9. Do you feel that your service is adequately funded?
10. Do you feel that you (and other staff) have received sufficient training to be able to support the children who attend your service?
11. Do you liaise with the local child protection body (will differ in name for each country – maybe centre for social work, child protection commission etc)? Do they visit your service? Can you call them for help?
12. Do you think that the childcare and deinstitutionalisation reforms brought about a positive change? If so, in what way? What have been the most important reforms?
13. In your opinion what are the biggest challenges to the childcare and deinstitutionalisation reforms and how have those challenges been addressed?
14. Is there an inter-sectorial committee for childcare in your district / region? Is your service a member / represented?
15. Do you think your service is sustainable? What risks do you foresee threatening the progress achievements of your service?

CHILDREN'S RESIDENTIAL INSTITUTIONS QUESTIONNAIRE

Title of Study: Review of childcare and deinstitutionalisation in the Eastern Europe and Central Asian Region

Institution : Coram International, UNICEF

Name and contact details of the Principal Investigator: Carolyn Hamilton, international@coramclc.org.uk

Contact details of UNICEF:

Name and contact details of the researcher:

Name of institution:

Geographical location:

RESIDENTIAL CHILDREN'S INSTITUTIONS

1. Ask for some basic information about the institution
 - a. Number of children resident
 - b. Age of children resident – including those under the age of 18.
 - c. Gender of children resident
 - d. Ages at which children can be admitted to the institution
 - e. Are there certain categories of children who are admitted to the institution? (eg is it for children who are disabled, children who are deemed to be antisocial etc.)
 - f. Do you admit children from certain geographical areas or from all over the country?

2. What are the most common reasons for most children to enter residential care?
 - a. Poverty
 - b. Migration of parents
 - c. Parents deceased
 - d. Abuse of child
 - e. Parent remarried
 - f. Parental alcoholism / drug addiction

- g. Neglect
 - h. Child's behaviour
 - i. Child's disability
3. Does your home have a Board of directors / trustees / patron group? Who are they and what is their role?
 4. Does your home have a management committee? Who are the members and what do they do?
 5. Are all of your costs covered by your budget? If you had additional funds, how would you spend them?
 6. Ask about the steps in the process for admission – who identifies the child as being in need of residential care, who does the assessment and recommendation for institutionalisation and who needs to consent?
 7. Is your institution ever the first choice for placement of a child or is it the last?
 8. Is it necessary for there to be an order of the court for admission or is it purely an executive decision?
 9. Is it necessary for the parents to consent for the child to be admitted?
 10. What Impact has COVID-19 had on your institution?
 11. Is there a care plan for every child on admission?
 12. Do resident children have an allocated social worker? If yes, how often does the child see the social worker?
 13. What proportion of the children in your institution would you say had -
 - a. Severe disabilities (intellectual / learning or compound disabilities)
 - b. Moderate disabilities
 - c. Slight disabilities (eg deaf / blind / physically disabled but no intellectual disability or learning disabilities)
 14. Are care staff trained to care for children with specific disabilities?

15. Are care staff trained to deal with children with psychological and behavioural difficulties?
16. How long are children expected to stay?
17. What percentage of the children in the home have contact with their family?
 - a. Phone calls?
 - b. Virtual calls?
 - c. Face to face visits?
18. What steps does the home take to facilitate family visits?
19. Do children attend school in the community or are they educated in the home?
(Probe as there may be some who are educated in the community and some in the institution).
20. Do children take part in community activities? e.g. sports, cultural and other activities? If so, can you give some examples of this?
21. Are children allowed to visit friends outside the home?
22. Can they invite their friends into the home?
23. Do children ever go home and visit parents / family? Do you think this is beneficial for the child?
24. Do any outside bodies from the community come to the home to offer services / activities to the children? E.g. NGOs, sports clubs, life skills courses etc.
25. How often do you take the children outside the home other than for school, and to do what?
26. How are children in your home treated by members of the community? Do they face any challenges as a result of being in residential care? Are any steps taken to tackle this?
27. How much decision-making power do children have over issues that affect them? Can they make decisions about their education? Activities and chores that they are involved in?

28. Do children participate in decisions about day to day running of the home? Can you give me an example?
29. Do children as a group discuss what is acceptable behaviour, or how chores will be divided up?
30. Can you explain how you work with the local body responsible for child protection? (Maybe a centre of social work or Child Protection Commission or some other body)
31. What effect have the childcare and deinstitutionalisation reforms had on your institution? What has changed since 2009?
32. What percentage of children in the institution do you think could be supported in their families or in specialist family care? If you think that they could not be cared for by their families, why do you think that?
33. What value do you think the institution adds for children over and above what they could get if they remained at home?
34. What impact do you think institutionalisation has on children?
35. Do you think small group homes create a better environment for children than large institutions? (*Probe to see what they think are the advantages*).
36. Are there attempts to reintegrate children in residential care before they reach the age of 18? What form do these attempts take and what is the procedure?
37. What percentage of children in your institution are reintegrated with their families before the age of 18?
38. To what extent are children involved in the decision to reintegrate them?
39. How successful do you think reintegration has been (ie when they are under 18 *as over-18s ae dealt with under transition from care*)?
40. What happens to children when they leave the institution? Where do they go?
 - a. Back to family / kinship care
 - b. Independent living
 - c. Vocational School or University
 - d. Small group home

- e. Adult disability institution
- f. Other

41. 31. What form of support is offered to a child when he or she leaves the resource centre?

- a. Housing
- b. Finance
- c. Help to stay in education
- d. Help to find employment
- e. Other

42. Do you follow up with any of the children after they have left the home? Can you offer any help once they have left?

43. What happens if a child has a crisis after leaving? Can you provide support and accommodation to that child?

44. Do you have children over the age of 18 still living at the institution? Why is that? *(Probe and find out why the children have not left the home, and how the home handles having adults and children).*

45. What would you say have been the positives of the childcare reforms (If a home for children with disabilities go to the next question. If the home has children with and without disabilities, answer both this and the next question):

- a. Introduction of a legal framework to prevent institutionalisation
- b. Implementation of the legal framework
- c. More and better services in the community that prevent separation of the child from the parents;
- d. Services to alleviate poverty?
- e. Support of kinship care?
- f. More foster care available?
- g. More children being adopted?

46. What would you say have been the positives of the childcare reforms in terms of improving support to CWD to prevent institutionalisation?

- a. Introduction of a legal framework to prevent institutionalisation
- b. Implementation of the legal framework
- c. More and better services that meet the needs of CWD in the community;
- d. less stigma
- e. more inclusion of children with disabilities in schools
- f. other

47. What would you say have been the negatives of the reforms in terms of improving support to prevent institutionalisation?

- a. Legal framework does not prevent institutionalisation
- b. The legal framework is there but is not implemented
- c. No significant increase in services
- d. Insufficient financial resources to sustain services
- e. Not enough trained and skilled personnel in community services to support children with disabilities in the community
- f. Stigma of disability has remained
- g. Has not resulted in an increase of meaningful inclusive education for children with disabilities or minority children
- h. Insufficient support for kinship care
- i. Insufficient foster care placements

j. Other

48. Overall, how effective do you think the overall childcare reforms have been in terms of supporting children to remain in their family and preventing institutionalisation? If they have not been effective, why not?

- a. Has the COVID-19 epidemic had an impact on your institution (*please probe and find out what impact and why – eg sent the children home and they have not come back; no social workers to do the assessments and so no children entering etc.*)
- b. What role do you think UNICEF has played in the childcare reforms and deinstitutionalisation?
- c. Effective advocacy resulting in changing policy / legal framework/ case management?
- d. Pilot programmes?
- e. Building capacity of community based services?
- f. Changing the stigma faced by families of children with disabilities
- g. Other?

49. What further reforms would you like to see to the childcare system?

NGO QUESTIONNAIRE

Title of Study: Review of child care and deinstitutionalisation in the Eastern Europe and Central Asian Region

Institutions: Coram International, UNICEF

Name and contact details of the Principal Investigator: Carolyn Hamilton,
international@coramclc.org.uk

Contact details of UNICEF:

Name and contact details of the researcher:

Name of the NGO:

Purpose of the NGO:

Geographical location:

Name and position of the interviewee:

SECTION 1 About the NGO

We would like to talk to you about the child care reforms that have taken place since 2009 until the present time.

Can you tell me about your NGO?

- a. How long has your NGO been working in the field of child care and child protection?

- b. Do you work with particular groups of children (eg children in the care system children with disabilities, minority, immigrants, etc)
- c. If you work with children with disabilities, does the NGO focus on particular forms of disability?
- d. If you work with minority children – any particular group?
- e. If you work with children in the care system, any particular age of children / particular phases of care (eg support to children in families, reintegration, leaving care, early childhood etc)
- f. Can you explain the role that your NGO plays in child care / child protection (eg how does the NGO work to support families, ECD for CWD, supporting kinship care, foster care or adoption, providing residential care).
- g. How long does the NGO continue to work with the child and family?
- h. Does your work continue once the child reaches the age of 18? If not, how do you prepare the child from the cessation of support from your NGO?

SECTION 2
Disability focused NGOs only

If the NGO works with children with disabilities (CWD) then please ask the questions in this section. If it does not, then please skip this section and go straight to section 3

1. What are the main forms of child disability in Georgia (*Probe: physical, intellectual or mental health problems. Ask specifically about autism and Down's syndrome*).
2. Do you think that official and public *attitudes* towards children with disabilities has changed since 2009 (i.e. is there the same level of stigma and discrimination against the child and parents)?
3. If yes, who were the main contributors to these changes?
4. What were the most effective approaches?
5. Do you think professionals working with children have changed their attitudes? If so, in what way? (*Probe: values, attitudes towards cases, knowledge and skills*)
6. To what extent do you think the changes have occurred due to:
 - a. Government child care reforms?
 - b. UNICEF's work / programmes?
 - c. Awareness raising through the media?
7. What changes are still needed? Both for the public and professionals
8. Do you think the abandonment of babies and young children with CWD has diminished, and if so, what role have the childcare reforms played in the reduction?
9. Has the process of diagnosing children's disabilities changed as a result of the child care reforms in the period since 2009?

10. Do you think the assessments of children with disability by the local commissions, with its largely medical model, addresses the needs of children with disabilities?
11. If not, what form should the assessment take?
12. Do you think children are diagnosed with a disability early enough? If not, why not?
13. Do you think CWD are offered services early enough? Are they able to access preschool education to address their disabilities?
14. Over the last decade and now, do you think there has been / is now, a difference in the support offered to young CWD and their families compared to that offered to teenagers with disabilities and their families?
15. Do you think that the nature of *support* available for families and CWD has changed since 2009 – it at all? (*Probe: to get as much detail as possibly on how things have changed – particularly the development of day centres*).
16. At the present time, are families with children with disabilities provided with financial support? Has that changed over the last 12 years?
17. Are parents of CWD currently offered parenting support programmes? If so
18. Where in the country are these offered?
 - a. What form do they take?
 - b. In relation to what age of children?
 - c. Who runs the programmes?
19. Are there any home visit services for CWD and their families? If yes,
 - a. What form do they take?
 - b. Who provides them?
 - c. Where in the country are they provided?
20. Do the day care centres provide for CWD? In your view:

- a. Are the services adequately financed?
 - b. do the services have adequate numbers of trained staff?
 - c. are the facilities appropriate to meet the needs of CWD?
21. Is respite care available? If yes,
- a. Who provides the service?
 - b. in which geographic areas is it available?
 - c. What form does it take?
22. Where a family cannot cope or is not willing to keep the child, what happens?
23. What is the process for deciding where the child will be placed? How are decisions made? Who do you think should make decisions about the placement of the child?
24. Are there foster parents willing to take children with disabilities? If so, which forms of disability (eg Downs, physical, learning disabilities, low level autism, deaf, blind etc)?
- a. Is the foster care just for short periods (ie respite care)
 - b. Are there foster parents willing to take a child long-term?
 - c. Are the foster parents paid?
25. Is specialist foster care available for CWD? If no, why not? If yes,
- a. Who is responsible for recruiting and training foster carers for CWD?
 - b. Are the services adequately financed?
26. Are abandoned / young CWD who cannot remain with their parents / extended family placed for adoption? If so, what is the process? If not, why not?

27. Would you say that attempts are made to place CWD in family based alternative care, or is the first step institutionalisation?
28. If children with disabilities placed in institutional care where are they placed? (*Probe – the three resource centres appear to cover the deaf, autism and blind / other disabilities. Are there any private residential homes for CWD? Are children with disabilities placed in Mladost and if so, which disabilities? Are children with Downs Syndrome placed in institutions and if so, where?*)
29. Do you think that the institutions have adequate numbers of trained staff to meet the needs of CWD?
30. Are the facilities in institutions appropriate to meet the needs of CWD?
31. Do children with disabilities in institutional care receive education? If so, is that at the institution or outside? Is it an adequate education?
32. Once placed, do children with disabilities stay in institutional care until 18? If the answer to this is no, what action is taken to reintegrate children back to the family or with alternative family based carers?
33. If children with disabilities do stay in institutional care until 18, what happens to them when they reach the age of 18? (*Probe to obtain as much detail as possible including the provision of financial support, accommodation, education and employment post-18*) (*If the NGO continues to help children post-18, they should also be asked the questions on the transformation from care questionnaire at the end*).
34. What are the major challenges faced by social workers in supporting families and preventing the separation of children?
35. What would you say have been the positives of the reforms in terms of improving support to CWD to prevent institutionalisation?
- a. Introduction of a legal framework to prevent institutionalisation
 - b. Implementation of the legal framework
 - c. More and better services that meet the needs of CWD;
 - d. more financial resources,
 - e. better trained staff,

- f. less stigma
- g. more inclusion of children with disabilities in schools
- h. other

36. What would you say have been the negatives of the reforms in terms of improving support to prevent institutionalisation?

- a. Legal framework does not prevent institutionalisation
- b. The legal framework is there but is not implemented
- c. No significant increase in services
- d. Insufficient financial resources
- e. Not enough trained and skilled personnel
- f. Stigma has remained
- g. Has not resulted in an increase of meaningful inclusive education for children with disabilities or minority children
- h. Other

37. Overall, how effective do you think the overall child care reforms have been in terms of supporting CWD to remain in their family and preventing institutionalisation? If they have not been effective, why not?

38. Has the COVID-19 epidemic had an impact on CWD and the provision of services *(please probe and find out what impact and why – eg the closure of schools, cessation of support services, isolation, lack of stimulation, lack of education etc)*

39. What role do you think UNICEF has played in the reforms?

- a. Effective advocacy resulting in changing policy / legal framework/ case management?
- b. Pilot programmes?

c. Building capacity of those working with CWD?

d. Other?

40. How effective do you think UNICEF's programmes have been?

41. What changes would you like to see in relation to the support of CWD?

SECTION 3

NGOs who do not focus on CWD

Not all parts of this questionnaire will be relevant to all NGOs. It is broken up into Parts

Part 1 deals with policy and reforms generally and should be answered by all NGOs.

Part 2 deals with prevention – ie support to children and families to prevent separation

Part 3 deals with community services

Part 4 deals with alternative care

Part 5 deals with institutionalisation

Part 1.

A. Policy and reform

1.1 Do you think that there is a clear national policy on child protection?

1.2 Do you think that government policy towards child care and institutionalisation has changed since 2009? If so, in what way?

1.3 Do you think that the current policy focuses sufficiently on supporting children and families? In particular, do you think that There is sufficient focus on prevention of separation of children from families; There is sufficient emphasis on supporting kinship care

- There is sufficient effort by the government to recruit and support foster carers?

1.4 Do you think that policy on supporting children with disabilities has changed since 2009 and, if so, how?

B. Child care reforms

1.4 What, in your view, have been the main goals of reforms to the child care system since 2009?

1.5 Have the reforms changed direction in any major way between 2009 – 2021?

1.6. Do you think Covid-19 has had an impact on the reforms and, if so, what have those been?

1.7. Have there been any other factors which caused the nature of the reforms to be changed?

1.8. Overall, do you think the reforms have been coherent?

1.9. Do you agree with the goals of the child care reform or do you think that the goals should have been different?

1.10. If different, what would you have liked to see included in the child care reforms?

1.11. Do you think that legal framework supports the reforms or would you like to see changes? If so, what would you change?

PART 2: Prevention

2. 1 How effective do you think the overall child care reforms have been in terms of supporting children and parents, and preventing separation of children from parents? If they have not been effective, why not?

2.2 Have there been any differences in the effectiveness of the support offered to children and families with disabilities and those without?

2.3 Has there been a difference in the support offered to young children and their families and that offered to teenagers and their families?

2.4 How effective do you think the reforms relating to offering support to prevent institutionalisation have been?

(c) In relation to CWD

(d) In relation to hard to place children – including Roma, Egyptian, teenagers and children who are antisocial or in conflict with the law?

(c) in relation to babies and young children

2.5 What would you say have been the positives of the reforms in terms of improving support to prevent institutionalisation?

(g) more services

(h) more financial resources,

(i) better trained staff,

(j) less stigma

(k) more inclusion of children with disabilities in schools

(l) other

2.6 What would you say have been the negatives of the reforms in terms of improving support to prevent institutionalisation?

- (g) No significant increase in services
- (h) Insufficient financial resources
- (i) Not enough trained and skilled personnel
- (j) Stigma has remained
- (k) Has not resulted in an increase of meaningful inclusive education for children with disabilities or minority children
- (l) Other

2.7 Do you think that the current law and practice prioritises support of families?

2.8 What are the major challenges faced by social workers in supporting families and preventing the separation of children?

Part 3. Provision of community services

3.1 Does your NGO provide support services to children at risk of separation? If so, please describe what they are, who receives the service (gender, disability, age, ethnic minority, refugee etc).

3.2 How are your services funded?

3.3 Do you think that there are adequate community services available for CWD and other families in need of support in your area / nationally?

3.4 What do you think is missing and should be provided?

3.5 What are the reasons for the lack of provision? What is being done to fill the gaps?

3.6 How are beneficiaries / NGOs informed of available or new services?

3.7 Do you think that the provision of services has changed since 2009? (*Probe: are there more/ less community services and why*)

3.8 What do you think has caused the change (if there has been any)

3.9 How does the government decide what services need to be made available to children and families at risk of separation or in need of alternative care?

3.10 What steps does it take to assess the needs in a local authority / region?

3.11 Is there a budget at local level for the provision of support services? Is it adequate? (*Probe: public vs. private services, available funds.*)

Part 4. Alternative Care

Interviewer: Explain that you are going to ask questions about kinship care, foster care and adoption

4.1 In 2009 children in need of alternative care were most commonly placed in institutional care. Do you think that is still the case? (*probe for reasons*)

4.2 Has the use of kinship care changed since 2009? If so, in what way? (*Probe: financial, not being able to deal with difficult family, relatives unwilling to take children of parents who take drugs / alcoholics/ mental illness, non-cooperative behaviour etc*)

4.3 What changes do you think have occurred in the availability and accessibility of foster alternative care services since 2009? (responders are unlikely to remember as far back as 2009 but more recent memories will do).

4.4 What foster care services exist at present (i.e., are they emergency foster carers, short term, long-term, or foster to adopt)

4.5 What are the main challenges to developing foster care services? (*probe – likely to be money, people reluctant to come forward, public attitude, don't want to go through the training and selection process, don't want to be monitored by social workers – ask whether the lack of social workers / adequate numbers of social workers has impacted on finding people willing to be foster carers*).

4.6 What do you think are the main challenges for foster carers?

4.7 What is the public attitude to fostering and to foster children?

4.8 Thinking back to 2009, or any time after that, do you think that the use of institutional care has lessened? What do you think has been the reason for that?

Part 5: Deinstitutionalisation

5.1 Does your NGO offer any residential care? (if yes, please explain to which children they offer residential care, the process for placing children, age, gender, disability etc)

If the answer to this is 'no' proceed to the next questions – but the NGO may not know or have a view about some of the answers

If the answer is yes, then use the questionnaire for residential homes.

5.1 Which children are most likely to be placed in institutional care?

5.2 Why do they enter residential care?

5.3 At what age do they enter residential care?

5.4 How long do children generally stay in the residential care?

5.5 What impact do you think care in a residential institution has on a child? (*Probe to understand person's view and reasons*)

5.6 How do you think children manage to reintegrate into the community when they leave residential care?

5.7 Do you think that children are placed in residential care only when it is a last resort?

5.8 Do you think Covid-19 has had an impact on the use of institutional care?

Group Interviews: 7- 9-year-olds and children with disabilities

Country/ region:

Institution:

Name of institution:

Date:

Type of interview: Participatory tool

Interviewer:

Age group: 7 – 9 years old

Number of children participated: Boys: Girls: Total:

Number of children with disabilities:

QUESTIONS

-
1. How do you feel when you go to sleep at night? (emoji)
 2. Do you go to school? (up/down)
 3. How do you feel when you are at school? (emoji)
 4. Do you ever see your family? (up/down)
 5. How do you feel when you see your family? (emoji)
 6. Do you get time to play every day? (up/down)
 7. Does anyone here shout at you? (picture)
 8. Someone gives me a kiss or a hug every day? (up/down)
 9. How do the people that look after you make you feel? (emoji)
 10. Is it better living in this home than with your family? (up/down)

Emoji

Response and no. of children	Happy		ad		Scared		Angry	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Q 1								
Q 3								
Q5								
Q 9								
Why?								

Thumbs Up/Down

Response and no. of children	Up		Down	
	Boy	Girl	Boy	Girl
Q 2				
Q 4				
Q 6				
Qu.8				
Qu. 10				
Why?				
Q 2. Do you go to school? (up/down) - Grade 1 - Grade 2 - Grade 3				
Q 4. Do you ever see your family? (up/down) -				
Q 6. Do you get time to play every day? (up/down) -				

Pictures

Response and no. of children	Child (M)		Child (F)		Woman		Man	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Q 7								
Why?								

Q 7. Does anyone here shout at you? (picture)

-

Focus Group / Individual Interview Guide for Children

Before you begin, please fill out the following information:

Number (for child)	Date:	Interviewer	State / Region/ town:	Institution Name
Type of institution:				
<input checked="" type="checkbox"/> State Residential Home <input type="checkbox"/> NGO / religious home Other <input type="checkbox"/> <input type="checkbox"/> Private home <input type="checkbox"/> State residential Home for CWD				
Number of children living at the home (please write the number on the dotted line)	 children		

Interviews with children may be focus group interviews or individual interviews. The choice is likely to differ according to the country, the region, the ages of the children, whether children have disabilities, the level of confidence amongst children etc. This is something that should be discussed before the interviews with UNICEF, the relevant ministry and the home.

Group interviews should ideally be held in the children’s own language to make them more comfortable and is likely to lead to a freer exchange of views. As with individual interviews, group interviews should be conducted in a quiet place where children cannot be overheard. Children should not be accompanied by members of staff.

Ideally, individual interviews should be held in a one-to-one setting (two to one if a translator is needed). If a child being interviewed would be more comfortable if a friend was

also present, that is ok and should be allowed. Interviews should be conducted in a quiet place where the child cannot be overheard.

Introduce yourself and the purpose of the study: tell children why we want to speak to them: the study is about the care provided to children, particular children who are not living at home or in a family environment. We want to hear what you think and learn from your experience.

Explain that the interview is **voluntary** and that nothing bad will happen to the child if they decide not to take part. You should tell the child that anything they say will remain anonymous and that you won't tell anyone, including their caregivers, unless they are at risk of immediate and serious harm.

After this, ask them if they are happy to go ahead.

The questions are written as though it was an individual interview and should be adapted for group interviews. Children in group interviews can, however, be asked the same questions – just allow more time.

Introductory questions

If group interview, start with an ice-breaker game.

1. To begin with, can you tell me a bit about yourself? How old are you?
2. How long have you been living here? Where were you living before you came here? Who did you live with? Who looked after you before you came here? *(If an individual interview then probe to understand whether the child came straight from his parental home or whether he was looked after by relatives or foster carers before coming to the home.*
3. Can you tell me a bit about your family?
4. (If not already established) Do you have any brothers and sisters? How old are they? Where are they living now?

Case history

5. Do you remember why you came to live here? What were the main reasons? *(Probe to understand why the child ended up coming to the institution, who was involved in the decision, and what their various motivations were. If the child came from a different care placement / arrangement probe to understand the reason for their initial placement).*

6. What was happening in your life at the time? Were you or your family having any problems, either at home or elsewhere? *If yes, did you tell anyone about these problems? Who? What did they do about it? (Think about the extent that this is appropriate to ask if there is a group interview and omit unless the children are really at ease with one another and happy to talk about it)*
7. Who brought you to live here?
8. Were you asked whether you wanted to leave the family and live here? Did anyone explain to you why you were going to live here?
9. How did you feel about the decision to come here? Did you want to come and live here? Why or why not? What about your parents (or caregivers)? What were their views?
10. How do you feel about it now?
11. Would you like to stay living here or would you like to go home? Who would you live with?

Experiences in residential care

12. How many other children are living here? What are the main reasons they are here? Do they come from nearby or from all over the country?
13. Do you get along with the other children here? If not, why not? Are there any children who cause difficulties for you? Tell me about these.
14. Tell me a bit about what things are like here.
 - a. How is the food here? Do you like it? How many meals do you have every day? What times do you eat? Do you get to choose what you eat? Do you ever feel hungry when you go to bed? Do you eat in a dining room?
 - b. Have you been sick since you have been here? What happened? Did someone help you? What help did you get?
 - c. Where do you sleep? How many children do you share your sleeping room with? Do you have enough clean sheets, blankets and pillows?
 - d. Where do you keep your personal belongings?

- e. What are the toilets/bathrooms like? Are they clean/dirty? Can you use them whenever you need to? Do the toilets have doors? Do the showers have a door or a curtain or do you have to wash in front of others? Who?
15. Talk me through an average day – what is your routine?
16. Do you go to school? Where do you go to school? What grade are you in? Do you enjoy school? Why/why not? Is it too hard/too easy? What are the teachers like? Is there anything difficult for you at school?
- a. Do you have enough books/materials for school?
 - b. Is there somewhere you can study/do your homework?
 - c. Is there anyone here that supports you if you need help with your school work? Who? Do you find this helpful?
 - d. Do you think the people here care about how you are doing in school?
 - e. Do you ever get any talks here on hygiene, health, healthy living, etc.?
17. Apart from school are there any other tasks or work that you are responsible for here? What are they? How long do they take? How difficult is this work?
18. Do you get time to play? What times of day can you play? What sort of toys/materials/equipment are available for you to play with? Do you think this is enough?
19. Can you tell me about some of the rules here? What are they? What happens if you break the rules? What are the punishments for breaking the rules? Does punishment happen in front of others? Who? Does anyone ever use physical punishment? What sort/when?
20. Are some children here punished differently than others? Which children/how are they punished differently? How do you feel about this?
21. How do you feel about the staff/caregivers here? How many are responsible for looking after you? How do they treat you? Do they treat different children in different ways? What differences? Why? How do you feel about this?
22. Do you have a 'social worker' or a caregiver specifically assigned to help you? Who is this person? Do they come from outside or are they staff here at the institution? How often do you see them and what is that like? How do you feel about this person? Do you trust them? Could you tell them if you had a problem?

23. Do you feel safe here? Why/why not? If you have a problem, is there anyone you could tell? Who?
24. Do you ever get to see your family? Do they visit you here? How often? Do you ever go home? How often? How do you feel about this? Do you miss your family?
25. Do you get to make any decisions about your life? What sort of decisions can you make? How do you feel about this?
26. Do you like living here? Why/why not? Are there particular things that you like about it/don't like about it? Are there any problems you are dealing with now? Tell me about these. (*Probe to understand how the child feels about staying at the institution and why*).
27. Do you know how long you will stay here? Do you know where you will go when you leave? How do you feel about this?
28. What are your goals and hopes for the future? (Education / employment etc)
29. How do you feel about being away from your family? Do you wish anything had been handled differently? If so, what do you think should have happened?
30. Do you think children prefer to live here where there is food and heat and you can go to school or would you prefer to be living with your family?
31. Would you say that you feel loved and valued?

Thank them for their help – and if appropriate finish with another game.

GROUP INTERVIEWS WITH CHILDREN: 9-12-year-olds and children with disabilities

Country/ region:

Institution:

Name of institution:

Date:

Type of interview: Group interview tool

Interviewer:

Age group: 9-12 years old

Number of children participated: Boys: Girls: Total:

Number of children with disabilities:

QUESTIONS

Interviews with children may be focus group interviews or individual interviews. The choice is likely to differ according to the country, the region, the ages of the children, whether children have disabilities, the level of confidence amongst children etc. This is something that should be discussed before the interviews with UNICEF, the relevant ministry and the home.

Group interviews should ideally be held in the children's own language to make them more comfortable and is likely to lead to a freer exchange of views. As with individual interviews, group interviews should be conducted in a quiet place where children cannot be overheard. Children should not be accompanied by members of staff.

Ideally, individual interviews should be held in a one-to-one setting (two to one if a translator is needed). If a child being interviewed would be more comfortable if a friend was also present, that is ok and should be allowed. Interviews should be conducted in a quiet place where the child cannot be overheard.

Introduce yourself and the purpose of the study: tell children why we want to speak to them: the study is about the care provided to children, particular children who are not living at home or in a family environment. We want to hear what you think and learn from your experience.

Explain that the interview is **voluntary** and that nothing bad will happen to the child if they decide not to take part. You should tell the child that anything they say will remain anonymous and that you won't tell anyone, including their caregivers, unless they are at risk of immediate and serious harm.

After this, ask them if they are happy to go ahead.

The questions are written as though it was an individual interview and should be adapted for group interviews. Children in group interviews can, however, be asked the same questions – just allow more time.

Introductory questions

If group interview, start with an ice-breaker game.

32. To begin with, can you tell me a bit about yourself? How old are you?
33. How long have you been living here? Where were you living before you came here? Who did you live with? Who looked after you before you came here? *(If an individual interview, then probe to understand whether the child came straight from his parental home or whether he was looked after by relatives or foster carers before coming to the home.*
34. Can you tell me a bit about your family?
35. *(If not already established)* Do you have any brothers and sisters? How old are they? Where are they living now?

Case history

36. Do you remember why you came to live here? What were the main reasons? *(Probe to understand why the child ended up coming to the institution, who was involved in the decision, and what their various motivations were. If the child came from a different care placement / arrangement probe to understand the reason for their initial placement).*
37. What was happening in your life at the time? Were you or your family having any problems, either at home or elsewhere? *If yes, did you tell anyone about these problems? Who? What did they do about it? (Think about the extent that this is appropriate to ask if there is a group interview and omit unless the children are really at ease with one another and happy to talk about it)*
38. Who brought you to live here?
39. Were you asked whether you wanted to leave the family and live here? Did anyone explain to you why you were going to live here?

40. How did you feel about the decision to come here? Did you want to come and live here? Why or why not? What about your parents (or caregivers)? What were their views?

41. How do you feel about it now?

42. Would you like to stay living here or would you like to go home? Who would you live with?

Experiences in residential care

43. How many other children are living here? What are the main reasons they are here? Do they come from nearby or from all over the country?

44. Do you get along with the other children here? If not, why not? Are there any children who cause difficulties for you? Tell me about these.

45. Tell me a bit about what things are like here.

- a. How is the food here? Do you like it? How many meals do you have every day? What times do you eat? Do you get to choose what you eat? Do you ever feel hungry when you go to bed? Do you eat in a dining room?
- b. Have you been sick since you have been here? What happened? Did someone help you? What help did you get?
- c. Where do you sleep? How many children do you share your sleeping room with? Do you have enough clean sheets, blankets and pillows?
- d. Where do you keep your personal belongings?
- e. What are the toilets/bathrooms like? Are they clean/dirty? Can you use them whenever you need to? Do the toilets have doors? Do the showers have a door or a curtain or do you have to wash in front of others? Who?

46. Talk me through an average day – what is your routine?

47. Do you go to school? Where do you go to school? What grade are you in? Do you enjoy school? Why/why not? Is it too hard/too easy? What are the teachers like? Is there anything difficult for you at school?

- a. Do you have enough books/materials for school?
- b. Is there somewhere you can study/do your homework?

- c. Is there anyone here that supports you if you need help with your school work? Who? Do you find this helpful?
 - d. Do you think the people here care about how you are doing in school?
 - e. Do you ever get any talks here on hygiene, health, healthy living, etc.?
48. Apart from school are there any other tasks or work that you are responsible for here? What are they? How long do they take? How difficult is this work?
49. Do you get time to play? What times of day can you play? What sort of toys/materials/equipment are available for you to play with? Do you think this is enough?
50. Can you tell me about some of the rules here? What are they? What happens if you break the rules? What are the punishments for breaking the rules? Does punishment happen in front of others? Who? Does anyone ever use physical punishment? What sort/when?
51. Are some children here punished differently than others? Which children/how are they punished differently? How do you feel about this?
52. How do you feel about the staff/caregivers here? How many are responsible for looking after you? How do they treat you? Do they treat different children in different ways? What differences? Why? How do you feel about this?
53. Do you have a 'social worker' or a caregiver specifically assigned to help you? Who is this person? Do they come from outside or are they staff here at the institution? How often do you see them and what is that like? How do you feel about this person? Do you trust them? Could you tell them if you had a problem?
54. Do you feel safe here? Why/why not? If you have a problem, is there anyone you could tell? Who?
55. Do you ever get to see your family? Do they visit you here? How often? Do you ever go home? How often? How do you feel about this? Do you miss your family?
56. Do you get to make any decisions about your life? What sort of decisions can you make? How do you feel about this?
57. Do you like living here? Why/why not? Are there particular things that you like about it/don't like about it? Are there any problems you are dealing with now? Tell me

about these. *(Probe to understand how the child feels about staying at the institution and why).*

58. Do you know how long you will stay here? Do you know where you will go when you leave? How do you feel about this?

59. What are your goals and hopes for the future? (Education / employment etc)

60. How do you feel about being away from your family? Do you wish anything had been handled differently? If so, what do you think should have happened?

61. Do you think children prefer to live here where there is food and heat and you can go to school or would you prefer to be living with your family?

62. Would you say that you feel loved and valued?

Thank them for their help – and if appropriate finish with another game.

GROUP INTERVIEWS WITH CHILDREN: 13-18-year-olds and children with disabilities

Country/ region:

Institution:

Name of institution:

Date:

Type of interview: Group interview tool

Interviewer:

Age group: 13-18 years old

Number of children participated: Boys: Girls: Total:

Number of children with disabilities:

QUESTIONS

Interviews with children may be focus group interviews or individual interviews. The choice is likely to differ according to the country, the region, the ages of the children, whether children have disabilities, the level of confidence amongst children etc. This is something that should be discussed before the interviews with UNICEF, the relevant ministry and the home.

Group interviews should ideally be held in the children's own language to make them more comfortable and is likely to lead to a freer exchange of views. As with individual interviews, group interviews should be conducted in a quiet place where children cannot be overheard. Children should not be accompanied by members of staff.

Ideally, individual interviews should be held in a one-to-one setting (two to one if a translator is needed). If a child being interviewed would be more comfortable if a friend was also present, that is ok and should be allowed. Interviews should be conducted in a quiet place where the child cannot be overheard.

Introduce yourself and the purpose of the study: tell children why we want to speak to them: the study is about the care provided to children, particular children who are not living at home or in a family environment. We want to hear what you think and learn from your experience.

Explain that the interview is **voluntary** and that nothing bad will happen to the child if they decide not to take part. You should tell the child that anything they say will remain anonymous and that you won't tell anyone, including their caregivers, unless they are at risk of immediate and serious harm.

After this, ask them if they are happy to go ahead.

The questions are written as though it was an individual interview and should be adapted for group interviews. Children in group interviews can, however, be asked the same questions – just allow more time.

Introductory questions

If group interview, start with an ice-breaker game.

1. To begin with, can you tell me a bit about yourself? How old are you?

2. How long have you been living here? Where were you living before you came here? Who did you live with? Who looked after you before you came here? *(If an individual interview, then probe to understand whether the child came straight from his parental home or whether he was looked after by relatives or foster carers before coming to the home).*
3. Can you tell me a bit about your family? Do you know your parents? What do your parents do for income? Can your family afford enough food to eat and clothes to wear?
4. What was your home environment/family life like? How did you feel about your family? Were there any difficulties or challenges that you can remember?
5. (If not already established) Do you have any brothers and sisters? How old are they? Where are they living now?

Case history

6. Do you remember why you came to live here? What were the main reasons? *(Probe to understand why the child ended up coming to the institution, who was involved in the decision, and what their various motivations were. If the child came from a different care placement / arrangement probe to understand the reason for their initial placement).*
7. What was happening in your life at the time? Were you or your family having any problems, either at home or elsewhere? *If yes, did you tell anyone about these problems? Who? What did they do about it? (Think about the extent that this is appropriate to ask if there is a group interview and omit unless the children are really at ease with one another and happy to talk about it)*
8. Who brought you to live here?
9. Were you asked whether you wanted to leave the family and live here? Did anyone explain to you why you were going to live here?
10. How did you feel about the decision to come here? Did you want to come and live here? Why or why not? What about your parents (or caregivers)? What were their views?
11. How do you feel about it now? Looking back, are you glad you came? Do you think it was the right thing for you? Why or why not?

12. Would you like to stay living here or would you like to go home? Who would you live with?

Experiences in residential care

13. How many other children are living here? What are the main reasons they are here? Do they come from nearby or from all over the country?

14. Do you get along with the other children here? If not, why not? Are there any children who cause difficulties for you? Tell me about these.

15. Tell me a bit about what things are like here.

- a. How is the food here? Do you like it? How many meals do you have every day? What times do you eat? Do you get to choose what you eat? Do you ever feel hungry when you go to bed? Do you eat in a dining room?
- b. Have you been sick since you have been here? What happened? Did someone help you? What help did you get?
- c. Where do you sleep? How many children do you share your sleeping room with? Do you have enough clean sheets, blankets and pillows?
- d. Where do you keep your personal belongings?
- e. What are the toilets/bathrooms like? Are they clean/dirty? Can you use them whenever you need to? Do the toilets have doors? Do the showers have a door or a curtain or do you have to wash in front of others? Who?

16. Talk me through an average day – what is your routine?

17. Do you go to school? Where do you go to school? What grade are you in? Do you enjoy school? Why/why not? Is it too hard/too easy? What are the teachers like? Is there anything difficult for you at school?

- a. Do you have enough books/materials for school?
- b. Is there somewhere you can study/do your homework?
- c. Is there anyone here that supports you if you need help with your school work? Who? Do you find this helpful?
- d. Do you think the people here care about how you are doing in school?
- e. Do you ever get any talks here on hygiene, health, healthy living, etc.?

18. Apart from school are there any other tasks or work that you are responsible for here? What are they? How long do they take? How difficult is this work?
19. Do you get time to play? What times of day can you play? What sort of toys/materials/equipment are available for you to play with? Do you think this is enough?
20. Can you tell me about some of the rules here? What are they? What happens if you break the rules? What are the punishments for breaking the rules? Does punishment happen in front of others? Who? Does anyone ever use physical punishment? What sort/when?
21. Are some children here punished differently than others? Which children/how are they punished differently? How do you feel about this?
22. How do you feel about the staff/caregivers here? How many are responsible for looking after you? How do they treat you? Do they treat different children in different ways? What differences? Why? How do you feel about this?
23. Do you have a 'social worker' or a caregiver specifically assigned to help you? Who is this person? Do they come from outside or are they staff here at the institution? How often do you see them and what is that like? How do you feel about this person? Do you trust them? Could you tell them if you had a problem?
24. Do you feel safe here? Why/why not? If you have a problem, is there anyone you could tell? Who?
25. Do you ever get to see your family? Do they visit you here? How often? Do you ever go home? How often? How do you feel about this? Do you miss your family?
26. Do you get to make any decisions about your life? What sort of decisions can you make? How do you feel about this?
27. Do you like living here? Why/why not? Are there particular things that you like about it/don't like about it? Are there any problems you are dealing with now? Tell me about these. (*Probe to understand how the child feels about staying at the institution and why*).
28. Do you know how long you will stay here? Do you know where you will go when you leave? How do you feel about this?

29. What are your goals and hopes for the future? (Education / employment etc)
30. How do you feel about being away from your family? Do you wish anything had been handled differently? If so, what do you think should have happened?
31. Do you think children prefer to live here where there is food and heat and you can go to school or would you prefer to be living with your family?
32. Would you say that you feel loved and valued?

Recommendations

33. What do you think would improve life for children based in residential care institutions?

Thank them for their help - and if appropriate finish with another game.

QUESTIONS TO DIRECTOR FOLLOWING INDIVIDUAL OR GROUP INTERVIEW OF A CHILD

Title of Study: Review of childcare and deinstitutionalisation in the Eastern Europe and Central Asian Region

Institutions: Coram International, UNICEF

Name and contact details of the Principal Investigator: Carolyn Hamilton, international@coramclc.org.uk

Contact details of UNICEF:

Name and contact details of the researcher:

Name and nature of the community service and district / region:

FOR DIRECTORS OF RESIDENTIAL INSTITUTIONS

1. Of the children that we interviewed, could you tell us the primary reason for their admission into the facility?
 - a. Poverty
 - b. Migration of parents
 - c. Parents deceased
 - d. Abuse of child
 - e. Parent remarried
 - f. Parental alcoholism / drug addiction
 - g. Neglect
 - h. Child's behaviour
 - i. Child's disability
2. Were there other secondary reasons?
3. Can you describe the process that is followed in deciding whether a child in this institution can be reintegrated with the birth family?
4. What do you do if the child asks to leave and go home?
5. What would you do if a parent said they wanted their child back?
6. Do you liaise / consult with anyone in deciding whether a child should go and live back at home?
7. Are there circumstances when you would not let a child go back home? What would they be?
8. If reintegration is not possible, can you describe what further steps are taken to find a permanent placement for the child?
9. How often (if at all) do you have contact with your local authority body responsible for child protection?
10. Are there situations in which you would you contact the local child protection body about a child?

11. If there has been contact, did you find the local child protection body staff cooperative and helpful?
12. What do you anticipate will happen to the children we have seen today? (i.e., reintegrated, move to another placement, supported living, independent living?)

SOCIAL WORKER FOLLOW-UP QUESTIONNAIRE

Title of Study: Review of child care and deinstitutionalisation in the Eastern Europe and Central Asian Region

Institutions: Coram International, UNICEF

Name and contact details of the Principal Investigator: Carolyn Hamilton, international@coramclc.org.uk

Contact details of UNICEF:

Name and contact details of the researcher:

Name and nature of the community service and district / region:

FOR SOCIAL WORKERS WORKING WITH CHILDREN IN RESIDENTIAL INSTITUTIONS

1. Of the children that we interviewed, could you tell us the primary reason for their admission into the facility?
 - a. Poverty
 - b. Migration of parents
 - c. Parents deceased
 - d. Abuse of child
 - e. Parent remarried

- f. Parental alcoholism / drug addiction
 - g. Neglect
 - h. Child's behaviour
 - i. Child's disability
2. Were there other secondary reasons?
 3. Is there a care plan for each child? What is the care plan? Could we see the care plan?
 4. Can you describe the process that is followed in deciding whether a child in this institution can be reintegrated with the birth family?
 5. Will any of the children we saw be reintegrated? If so, with whom? What problems, if any, do you foresee and what help will you offer?
 6. What do you do if the child asks to leave and go home?
 7. What would you do if a parent said they wanted their child back?
 8. Who do you consult / interview in deciding whether a child should go and live back at home? Who makes the final decision?
 9. Are there circumstances when you would not let a child go back home? What would they be?
 10. If reintegration is not possible, can you describe what further steps are taken to find a permanent placement for the child?
 11. What do you anticipate will happen to the children we have seen today? (ie reintegrated, move to another placement, supported living, independent living?)
 12. If the intention is that they will move to another placement or onto supported or independent living, will you continue to see them and if so, how frequently and for how long?

INTERVIEW WITH PARENT / CARER OF A CHILD WITH DISABILITIES

Title of Study: Review of child care and deinstitutionalisation in the Eastern Europe and Central Asian Region

Institutions: Coram International, UNICEF

Name and contact details of the Principal Investigator: Carolyn Hamilton, international@coramclc.org.uk

Contact details of UNICEF:

Name and contact details of the researcher:

Name and nature of the community service and district / region:

FOR PARENTS OF A CHILD WITH DISABILITIES USING A COMMUNITY-BASED SERVICE

1. Ask for a little background –
 - a. how old is your child?
 - b. What is the nature of your child's disabilities (physical, emotional, intellectual)?
 - c. Does your child have siblings?
2. How did you find out about this service? (*Probe: who told them about it and why*)
3. How long has your child been supported through this service?
4. How long can your child continue to receive support from the service?
5. Is it sufficient to support you and your child?

6. Do you think you and your child need additional support to improve your life? If yes, please detail.
7. Do you feel that there are adequate plans for the future of your child? If no what additional support/services are needed?
8. Does your child attend kindergarten (if pre-school)
9. Does your child attend school? If not, why not?
10. Does the school make adequate provision to support your child in school.
11. Does your child like school?
12. What do you think about your child(ren)'s performance in school after your involvement in this program/service? Has it helped your child to achieve better grades?
13. How accessible are medical services to your child(ren)? To what extent do they respond to your child(ren)'s needs If no, what are the problems encountered in accessing medical services?
14. Does your child have an allocated social worker? How often do you see a social worker?
15. Do you think there are sufficient community-based services to support your child(ren)? (*Probe availability and affordability of services*).
16. What other services do you think would help you and your child?
17. Did you ever think about placing your child in an institution? If yes, what were the reason behind this? If no, what were the reasons for that?