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 15. Plan of Operations (POO)
 16. Progress of Activities
 17. Modification of Project Design Matrix

1. 合同評価報告書

MINUTES OF MEETINGS BETWEEN
THE JAPANESE MID-TERM REVIEW TEAM
AND
AUTHORITIES CONCERNED OF THE GOVERNMENT OF
THE REPUBLIC OF KENYA
ON
JAPANESE TECHNICAL COOPERATION
FOR
THE PROJECT FOR CAPACITY BUILDING OF
CHILD CARE AND PROTECTION OFFICERS IN
JUVENILE JUSTICE SYSTEM


The Japanese Mid-term Review Team (hereinafter referred to as “the Team”), organized by the Japan International Cooperation Agency (hereinafter referred to as “JICA”), headed by Mr. Junichi Hanai, conducted survey from 15th to 31st May 2012 for the Project for Capacity Building of Child Care and Protection Officers in Juvenile Justice System (hereinafter referred to as “the Project”).

During the survey, the Team exchanged views through a series of discussions with the concerned parties of the Government of the Republic of Kenya (hereinafter referred to as “the Kenyan side”) on the further improvement of the implementation and management of the Project.

As a result of the discussions, both the Kenyan side and the Team agreed upon the matters referred to in the document attached hereto.


Nairobi,

5th
June, 2012



Dr. James W. Nyikal, C.B.S.

Permanent Secretary,
Ministry of Gender, Children and
Social Development
Republic of Kenya



Mr. Junichi Hanai

Leader,
Japanese Mid-term Review Team
Japan International Cooperation Agency
Japan

JOINT MID-TERM REVIEW REPORT

THE PROJECT FOR CAPACITY BUILDING OF
CHILD CARE AND PROTECTION OFFICERS IN
JUVENILE JUSTICE SYSTEM
(Oct.2009-Sep.2013)

Nairobi, 31st May, 2012



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List of Abbreviations

CCPOs	Child Care and Protection Officers
C/P	Counterpart
CPU	Child Protection Unit
CYPA	Children and Young Persons Act
DCS	Department of Children's Services
GOK	Government of Kenya
JCC	Joint Coordinating Committee
JICA	Japan International Cooperation Agency
JJAs	Juvenile Justice Agencies
Ksh	Kenyan Shilling
M&E	Monitoring & Evaluation
M/M	Minutes of Meetings
MGCSD	Ministry of Gender, Children and Social Development
MOU	Memorandum of Understanding
MTR	Mid Term Review
NCCS	National Council for Children Services
NIT	National Implementation Team
NSC	National Steering Committee
OJT	On the Job Training
PC	Performance Contract
PD	Project Director
PDM	Project Design Matrix
PM	Project Manager
POO	Plan of Operation
R/D	Record of Discussion
SC	Steering Committee
TNA	Training Needs Assessment
TOT	Training of Trainers
UNAFEI	The United Nations Asia and Far East Institute for the Prevention of Crime and the Treatment of Offenders
UNAFRI	The United Nations African Institute for the Prevention of Crime and Treatment of Offenders
UNCRC	The United Nations Convention on the Rights of the Child
UNICEF	The United Nations Children's Fund
YCTC	Youth Corrective Training Centre

1. OUTLINE OF THE MID TERM REVIEW

1-1 PROJECT OVERVIEW

1-1-1 Background

Kenya's Vision 2030 is to transform the Country by 2030, into a rapidly industrializing, middle-income nation, in which citizens enjoy high quality life in a clean and secure environment. However, the rapid modernization and economic growth experienced in Kenya has contributed some turbulence to many in rural and urban families resulting to an alarming rise in number of vulnerable children in need of care and protection and those in conflict with the law. In addition to the breakdown of family norms, the social problems in urban areas are compounded by ever-increasing poor urban population due to rural – urban migration giving rise to the establishment of informal dwelling places or slums in cities and towns for the poor. The status quo in Kenya became worse following the 2007 post-election violence which resulted in mass destruction of property, loss of lives and livelihoods, widespread gender-based violence and separation of children from caregivers thereby escalating the number of street children in need of care and protection and in conflict with the law.

Progress in legal and policy framework are as follows;

1. The Kenya Government enacted the Children Act (Cap 586 Laws of Kenya) that came into force on March 1, 2002. The enactment of the Children Act was widely seen as a new beginning for the development and effective protection of Kenya's children.
2. The National Council for Children Services (NCCS) established under the Children Act is charged with responsibility to exercise general supervision and control over the planning, financing and co-ordination of child rights and welfare activities and to advise the Government on all aspects thereof.
3. The Department of Children's Services under the Ministry of Gender, Children & Social Development (MGCSD) is the Government agency mandated to provide services for the welfare of children and secure their rights as stipulated in the Children Act.
4. In Kenya juvenile justice system is implemented by five Juvenile Justice Agencies (JJAs) namely; Department of Children's Services, Probation and After Care Services, Police, Prisons and the Judiciary. However, there exists weak collaboration among the agencies in matters of juvenile justice. Other weaknesses inherent in juvenile justice implementer's in Kenya include;
 - 1) Poor staff motivation
 - 2) Lack of reliable data for situation of children
 - 3) Lack of M & E framework
 - 4) Inadequate infrastructure (e.g. vehicles, offices)
 - 5) Weak coordination mechanism among stakeholders
 - 6) Inadequate capacity among JJAs to address children issues

In order to address the existing capacity gaps in the juvenile justice system, the

Government of Kenya, through MGCSD requested for technical cooperation from the Government of Japan through the Japan International Cooperation Agency (JICA) in the 4-year Project for Capacity Building of Child Care and Protection Officers in Juvenile Justice System (hereinafter referred to as “the Project”). The Project started in October 2009 and ends in September 2013 and is a healthy collaboration among the five JJAs.

The Project is half-way through addressing identified training needs of Child Care and Protection Officers (CCPO) based on capability targets which a standard CCPO should acquire during the project period.

1-1-2 Summary of the Project

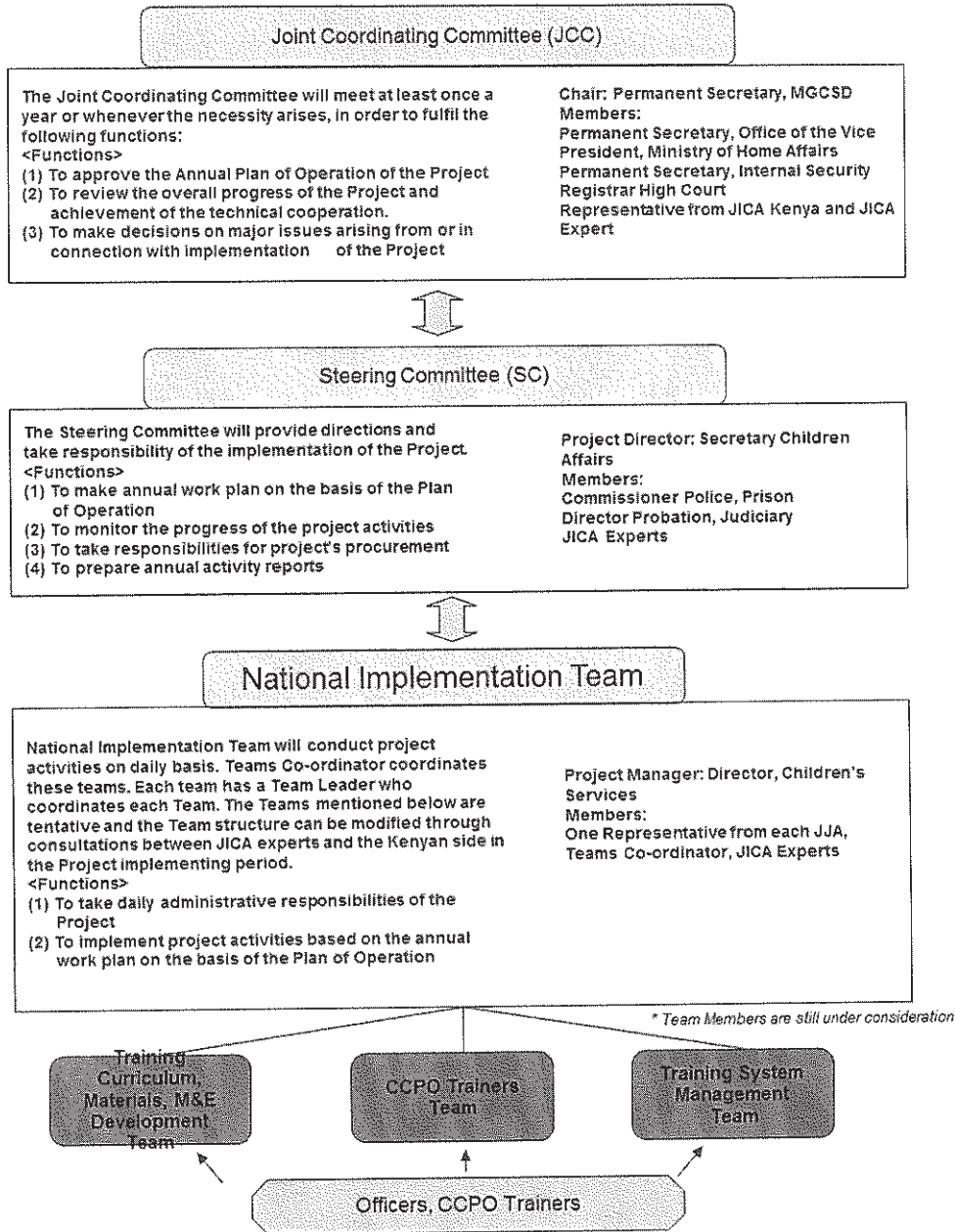
Narrative summary of the Project based on the Project Design Matrix (PDM)-Version 1 (revised in 2011) is as below. The original PDM (Ver.0) and the present PDM (Ver.1) are attached in Annex 1& 2.

Narrative Summary of the Project	
Overall Goal	Quality of service provided by Juvenile Justice Agencies dealing with rehabilitation and reintegration into the Community for children in need of care and protection and those in conflict with the law is improved.
Project Purpose	Training system achieving “Capability Target” for CCPO working with children in need of care and protection, and children in conflict with the law is established.
Output	<ol style="list-style-type: none"> 1. “Capability Target” for Standard CCPO is established. 2. Quality of CCPO Training is improved through implementing and monitoring Pilot CCPO Training. 3. Management system for CCPO Training is developed.

Note: In the PDM, Overall Goal is to be achieved in 3-5 years after the project completion and Project Purpose is to be achieved by the end of the project.

The management structure of the project is composed of 3 levels, namely Joint Coordinating Committee (JCC), Steering Committee (SC) and National Implementation Team (NIT). The structure and functions of each level is described in the R/D signed on Sept. 2009 as follows:

Project Management Structure



Source: R/D (Sept. 2009)

Target Provinces of the project (working stations of CCPO trainees) are as follows:

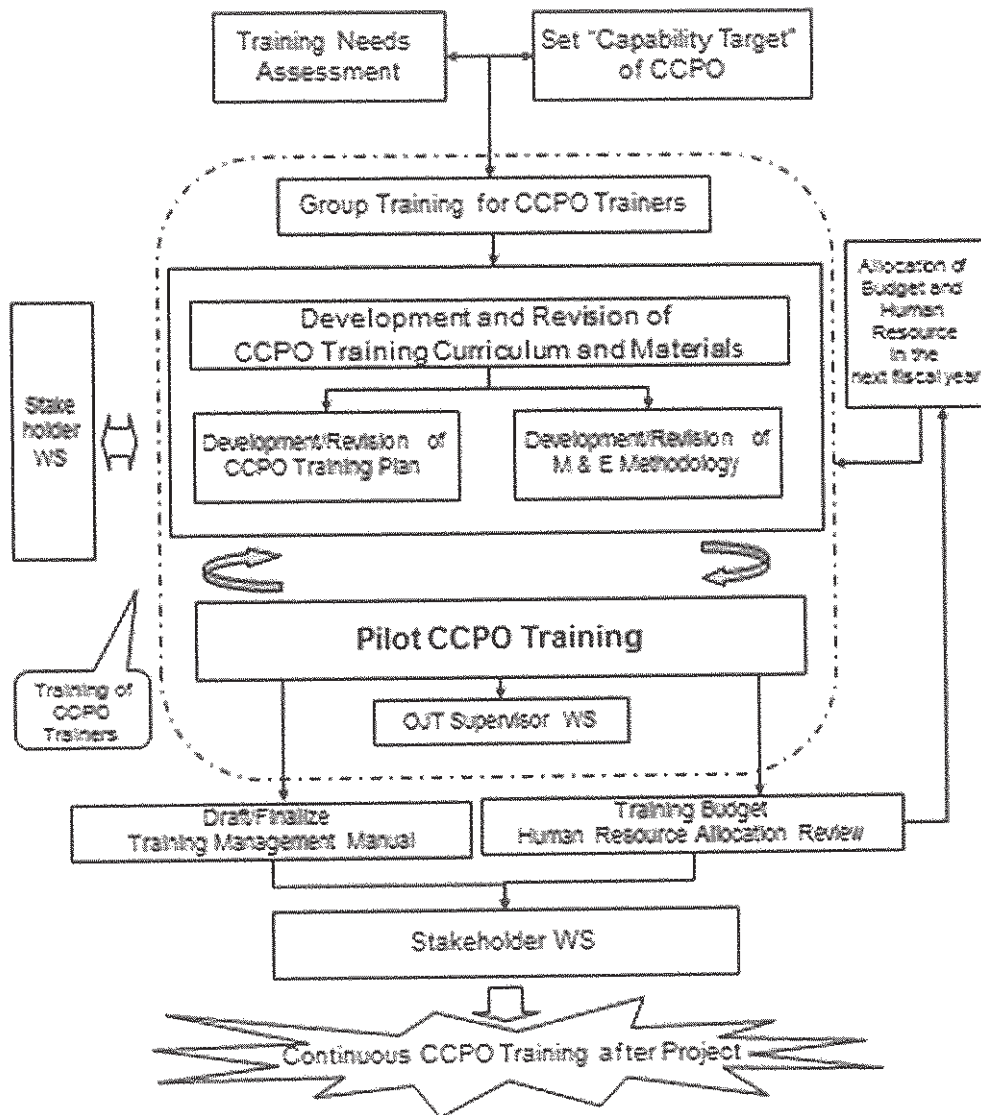
Group 1	Central, Nairobi, Eastern, Rift Valley
Group 2	Nyanza, Western, Rift Valley
Group 3 (planned)	Coast, North Eastern, Eastern

Note: Participants from Prison are selected from Borstal Institutions in Western and Coast, YCTC and

Langata Women's Prison in Nairobi.

The Project Flow is outlined as below.

Project Flow



Source: R/D (Sept. 2009)

1-2 OBJECTIVES OF THE MID TERM REVIEW

The main objectives of the Mid Term Review (MTR) are as follows:

- 1) To verify the accomplishments of the Project compared to those planned;
- 2) To identify obstacles and/or facilitating factors that have affected the

- implementation process;
- 3) To analyze the Project in terms of the five evaluation criteria (i.e. Relevance, Effectiveness, Efficiency, Impact and Sustainability); and
 - 4) To make recommendations on the Project regarding the measures to be taken for the 2nd half of the project, including modification of PDM.

1-3 MEMBERS OF THE JOINT EVALUATION TEAM

The Mid Term Review was conducted by the Joint Evaluation Team comprised of the following members:

Kenyan side

1. Mr. Livingstone Oruuko	Approved Teacher I, Department of Children's Services, Ministry of Gender, Children and Social Development
2. Ms. Anne Waichinga	Principal Children Officer, Department of Children's Services, Ministry of Gender, Children and Social Development
3. Ms. Josphine Murege,	Principal Probation Officer, Department of Probation and Aftercare Services, Ministry of Home Affairs

Japanese side

1. Mr. Junichi Hanai	Team Leader Senior Representative, JICA Kenya Office
2. Mr. Sei Kimura	Cooperation Planning Representative, JICA Kenya Office
3. Mr. Evanson Njenga	Child Protection and Juvenile Justice System Consultant, Education & Energy, JICA Kenya Office
4. Ms. Yuko Ogino	Evaluation Analysis Senior Consultant, KRI International Corp. Inc

1-4 SCHEDULE OF THE MID TERM REVIEW

The schedule of the Med Term Review from 15 to 31 May 2012 is as follows.

No.	Date	Day	Activities
1	14-May	Mon	Depart from Tokyo (Ms. Ogino)
2	15-May	Tue	Arrive in Nairobi (Ms. Ogino) Internal Meeting
3	16-May	Wed	08:30-10:00 Briefing on Evaluation Methods to NIT members at JICA Office 10:45-12:30 Interview with NIT (Judiciary) 12:30-13:30 Interview with NIT (Police) 14:20-15:20 Interview with NIT (Probation)

No.	Date	Day	Activities
			15:20-16:30 Interview with NIT (Children)
4	17-May	Thu	07:30-08:30 Interview with JJAs (Children: Mr. Ahmed Hussein, Director, Department of Children's Services, NIT) 08:40-09:20 Interview with JICA Expert (Ms. Mina Hashiba) 09:30-11:00 Interview with JJAs (Police: Ms. Beatrice N. Kiriungi, , Director, Community Policing, Gender and Child Protection, SC) 11:30-13:00 Interview with JJAs (Probation: Ms. Mary W. Mbau, Deputy Director, Probation and Aftercare Service Department, SC) 15:00-16:30 Interview with JJAs (Judiciary: Dr. Julie O. Oseko, Deputy Director, Judiciary Training Institute (JTI), SC) 18:00-19:00 Interview with JICA Expert (Ms. Mina Hashiba)
5	18-May	Fri	10:00-11:00 Interview with Heads of JJAs (Prison: Mr. Benjamin O Njoga, Senior Deputy Commissioner of Prisons, SC) 16:00-20:00 Internal Meeting at JICA
6	19-May	Sat	Drafting a report
7	20-May	Sun	Drafting a report
8	21-May	Mon	Field Visit/Interview to CCPO trainees - Dagoretti Rehabilitation School(Nairobi) - Langata District Children Office(Nairobi) - Makadara District Probation Office (Nairobi)
9	22-May	Tue	Field Visit/Interview to CCPO trainees - YCTC, Prisons (Nairobi), - Kasarani Police Station (Nairobi) - Kasarani District Children Office (Nairobi) - Machakos District Children Office - Machakos District Probation Office
10	23-May	Wed	Drafting a report 12:00-13:00 Interview with NIT (Children) 17:30-21:30 Internal Meeting at JICA
11	24-May	Thu	08:30-16:00 Discussion with NIT on Preliminary Results of MTR
12	25-May	Fri	10:00-11:00 Meeting with Dr. James W. Nyikal, C.B.S., Permanent Secretary, MGCSD Drafting a report
13	26-May	Sat	Drafting a report
14	27-May	Sun	Drafting a report
15	28-May	Mon	Internal Meeting
16	29-May	Tue	09:00 - 12:00 The 3rd Joint Coordinating Committee Meeting

No.	Date	Day	Activities
17	30-May	Wed	10:30 - 13:30 The 3rd Steering Committee Meeting 15:00 - 16:00 Report to Japanese Embassy
18	31-May	Thu	Report to JICA Office Depart from Nairobi (Ms. Ogino)
19	1-Jun	Fri	Arrival in Tokyo (Ms. Ogino)

During the above schedule, persons discussed/interviewed/met are mainly as follows:

Sl.	Name	Designation
1.	Dr. James W. Nyikal C.B.S.	Permanent Secretary, MGCSD (Chair of JCC)
2	Prof. Jacqueline A. Oduol	Secretary of Children Affairs, MGCSD (Chair of SC)
3	Amb. Franklin Esipila	Director of Administration, MGCSD
4	Mr. Jerim Oloo	Director, Department of Probation and Aftercare Services
5	Ms. Mary W. Mbau	Deputy Director, Department of Probation and Aftercare Services
6	Mr. Benjamin O Njoga	Senior Deputy Commissioner of Prisons
7	Ms. Beatrice N. Kiriungi	Director, Community Policing, Gender and Child Protection
8	Dr. Julie O. Oseko	Deputy Director, Judiciary Training Institute (JTI)
9	Ms. Florence Omundi	Senior Assistant Commissioner of Prisons
10	Mr. Osborne Mwaweza	Senior Superintendent of Police

NIT Members

Sl.	Name	Designation	JJAs
1	Mr. Ahmed Hussein	Director of Children Services	DCS
2	Ms. Carren Ogoti	Assistant Director	DCS
3	Mr. Livingstone Oruuko	Approved Teacher I	DCS
4	Ms. Rhoda Misiko	Chief Children Officer	DCS
5	Ms. Moses Kimani	Chief Children Officer	DCS
6	Ms. Anne Waichinga	Principal Children Officer	DCS
7	Ms. Serah John	Chief Probation Officer	Probation
8	Ms. Caroline Otieno	Chief Probation Officer	Probation
9	Ms. Christine Obondi	Senior Assistant Director	Probation
10	Ms. Florence Mueni	Chief Probation Officer	Probation

11	Ms. Josephine Murege	Principal Probation Officer	Probation
12	Ms. Teresia Matheka	Senior Principal Magistrate	Judiciary
13	Ms. Judith Ragot	Registrar of High Court	Judiciary
14	Ms. Carolyn Ocharo	Principal Magistrate	Judiciary
15	Mary Khaemba	Director of Offender Correction, Rehabilitation & Welfare	Prisons
16	Ms. Susan Nyasinga	Deputy Director of Offender Correction, Rehabilitation & Welfare	Prisons
17	Mr. Hassan Wafula	Senior Superintendent of Prisons	Prisons
18	Ms. Terry Muchemi	Superintendent of Police	Police
19	Mr. Fredrick Mukasa	Chief Inspector	Police

CCPO Trainees

Sl.	Name	Designation	Station
1	Mr. Charles Ojwang Tumbo	Children Officer	Dagoretti Girls Rehabilitation School
2	Ms. Harriet Kihara	Children Officer	Langata District Children Office
3	Ms. Ayuma Agnes Otukho	Probation Officer	Makadara District Probation Office
4	Ms. Olga Auma Bunde	Probation Officer	Makadara District Probation Office
5	Ms. Carolyn Makola	SDRESS	Kamiti YCTC
6	Mr. George Onchiri,	WDR	Kamiti YCTC
7	Ms. Purity Kamola	Warderes	Kamiti YCTC
8	Mr. Francis Owoko	Police Officer	Kasarani Police Station, Gender and Child Protection Unit
9	Ms. Beatrice Mandieka	Children Officer	Machakos District Children Office
10	Mr. Nathan L. Mwandije	Probation Officer	Machakos District Probation Office

JICA Expert

	Name	Designation
1	Ms. Mina Hashiba	Long-term Expert, Project Management / Child Care, Protection and Rehabilitation

1-5 METHODOLOGY OF EVALUATION

The Mid-term Review Team (hereinafter referred to as “the Team”) reviewed related documents and information collected through questionnaires and interviews with the counterpart personnel, Japanese expert and relevant stakeholders such as CCPO trainees as listed in the above. The Team analyzed the Project from the viewpoints of 1) Achievements of the Project, 2) Implementation Process, and 3) the Five Evaluation Criteria.

1) Achievements of the Project

Achievements of the Project were measured in terms of Inputs, Outputs, Project Purpose and Overall Goal in comparison with the Verifiable Indicators of the PDM (Ver.1). In Mid Term Review, prospect of achieving Project Purpose and Overall Goal were measured. The below is the concept of PDM and definitions of each PDM terminology.

Project Design Matrix (PDM)

Narrative Summary of the Project	Verifiable Indicator	Means of Verification	Important Assumption
Overall Goal			
Project Purpose			
Outputs			
Activities	Inputs		
			Preconditions

Items in PDM	Definitions
Overall Goal:	The development effect expected as a result of the achievement of the project purpose in about 3-5 years after the project ends.
Project Purpose:	The objective that is expected to be achieved by the end of the project. It should be described as a specific benefit or impact given to the target group.
Outputs:	Outputs are objectives to be realized by the project in order to achieve the Project Purpose by implementing the series of project activities.
Activities:	Activities are specific actions intended to produce the outputs of the project by effective use of the Inputs. It is important to include the activities needed for monitoring and evaluation and those for the

	management of the project.
Important Assumption:	Important Assumptions are conditions required for the success of a project but existing outside the control of the project.
Pre-Conditions:	Pre-Conditions are requirements prior to the launch of the project. Projects cannot be expected to succeed if they get started before pre-conditions are met.
Verifiable Indicators:	These are the indicators to verify the achievements of the Outputs, Project Purpose and Overall Goal. Indicators should be objectively verified.
Means of Verification:	This refers to the data source required to verify indicators.
Inputs:	Inputs are personnel, equipment, and costs required for each of the Project Activities.

2) Implementation Process

Implementation process of the Project was reviewed to see if the activities have been implemented according to the schedule outlined in the Plan of Operations (POO), and to see if the Project has been managed properly as well as to identify contributing and/or hampering factors that have affected the implementation process.

3) Evaluation based on the Five Evaluation Criteria

The project is analyzed and evaluated based on the 5 Evaluation Criteria as described below:

Five Evaluation Criteria

1. Relevance	Whether Project Purpose and Overall Goal are consistent with the policies and needs of the governments (both counterpart and Japan), implementing agencies, target groups and so forth are assessed mainly from the viewpoints of 1) Necessity, 2) Priority and 3) Appropriateness of Means/Project Approach.
2. Effectiveness	How far the project purpose has been/is likely to be achieved as a result of Outputs produced and if there are any effects by important assumptions as well as factors of contributing/hampering in achieving the project purpose is assessed.
3. Efficiency	How Inputs are converted into Outputs, and whether Inputs have been provided in terms of quality, quantity, means and methods and timing are assessed by looking at achievements level of Outputs in light of the Inputs (costs), any synergy effects with other schemes and/or assistance from other donors, and any factors of contributing/hampering the efficient project implementation.
4. Impact	Whether there are any long term effects including direct or indirect, positive or negative, intended or unintended by looking at (prospects of) achievements of Overall Goal, any dissemination mechanism is

	planned, any effects on important assumptions, any factors of contributing/hampering the attainment of Overall Goal.
5. Sustainability	Whether effects brought by the project continue/sustain/grow after the termination of the assistance is assessed from the aspects of policy/institutional/legal, organizational, financial, technical and so forth including negative effects.

Source: Translated from the JICA Guideline for Project Evaluation (2010)

2. ACHIEVEMENTS OF THE PROJECT

2-1 INPUTS

Japanese Side

1) Japanese Experts	A total of 7 experts (1 long-term, 6 short-term) have been fielded. For details, please see Annex-3.
2) Training in Japan	A total of 41 counterparts attended the UNAFEI Training in from FY2009-FY2011. For details, please see Annex-4-1.
3) Visit to Uganda	A total of 4 C/Ps attended the short visit to UNAFRI in Uganda. For details, see Annex-4-2.
4) Visit to Ghana	A total of 3 C/Ps participated in the International Conference in Africa on Child Sexual Abuse in Ghana. For details, see Annex-4-3.
5) Equipment	Office equipment as well as training equipment has been provided. For details, please see Annex-5.
6) Operational Costs	A total of 13,957,751Ksh has been spent so far as of Apr. 2012. For details, please see Annex-6.

Kenyan Side

1) Counterpart personnel	A total of 34 personnel has been appointed as NIT members of the project. Permanent Secretary from 4 Ministries for JCC, and Heads of Department (5JJAs) plus Secretary of the MGCSD have been appointed for SC. For details, please see Annex-7.
2) Office and facilities	Office space has been allocated (Office for the long term expert and Office for a secretariat) in DCS with good condition.
3) Operational costs	In terms of cash, a total of 9,037,160 Ksh has been borne by DCS, 2,571,409 Ksh by Probation, 368,000 Ksh by Police and 1,464,300 Ksh by Prison as reported by themselves ¹ . In addition, support in kind (e.g. venues, transportation) has also

¹ MTR Team was not able to get the information from Judiciary which also met some operational costs as well.

	been provided. For details, please see Annex-8.
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2-2 OUTPUT

In order to achieve the Project Purpose, three (3) Outputs are specified in PDM of the Project. The achievement and review of each Output based on the verifiable indicators in the PDM is summarized as follows:

2-2-1 Output 1

Output 1	“Capability Target” for Standard CCPO is established.
Indicator	1-a) Necessary components of Capability Target for CCPO are clarified. 1-b) Criteria to evaluate CCPO are developed. <i>Note: Capability Target/Capacity Target used interchangeably</i>
Achievement	Output 1 is already achieved in light of the achievement of each PDM indicator.

1-a) Necessary components of Capability Target for CCPO are clarified.
Clarified by TNA Report in 2009 as well as Unit Relevance Study Report in 2011

First, Training Needs Assessment (TNA) was conducted in 2009 at the beginning of the project, and Capability Targets were identified as attached in the (Annex-9). Based on the TNA, 5 necessary components to achieve the capability targets were also identified as follows and the 1st version of curriculum for residential training modules (Module I, II and III) was developed.

1. Juvenile Justice Procedure
2. Case Management
3. Rehabilitation Treatment
4. Support Networking
5. Ethics, Responsibility and Quality Assurance

Later, Unit Relevance Study was conducted in Nov. 2011 for both trainees and non-trainees for refining the training modules to be more relevant to different organizations’ needs. Re-arrangement of the modules is being undertaken.

1-b) Criteria to evaluate CCPO are developed.
Developed by Situation Analysis Survey in 2011

Based on the Situational Analysis on Juvenile Justice Administration in Kenya carried out in Nov. 2011, proposing performance indicators for CCPO project have been developed as attached in the (Annex-10).

2-2-2 Output 2

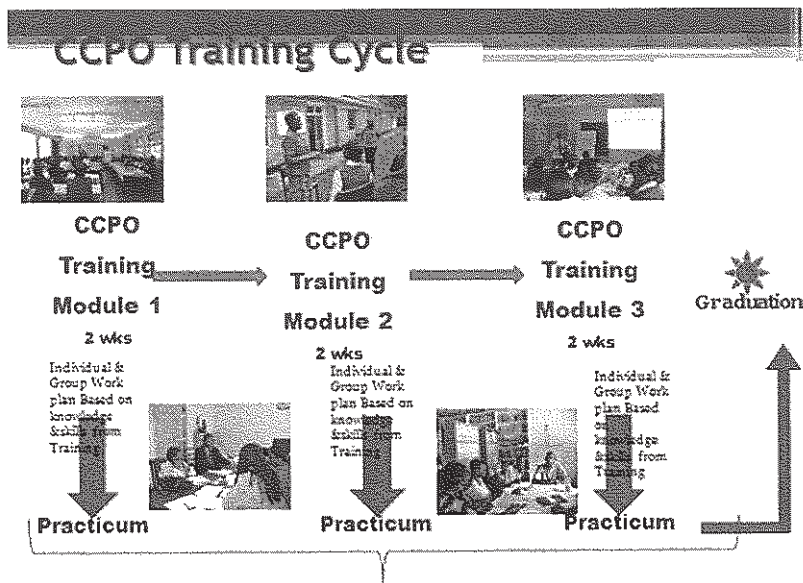
Output 2	Quality of CCPO Training is improved through implementing and monitoring Pilot CCPO Training.
Indicators	2-a) Training Curriculum, materials and M&E tools are developed. 2-b) More than 30 CCPO Trainers acquire necessary skills and knowledge to deliver CCPO Training. 2-c) More than 240 CCPO participate in Pilot CCPO Training. 2-d) More than X(No.)* CCPO complete Pilot CCPO Training. 2-e) At least 4 Supervision Workshops are implemented 2-f) More than X(No.)* of immediate supervising officers participate in Supervision Workshops. <i>Note: X(No.)* are blank and to be decided in the proposed PDM (Ver.2)</i>
Achievement	Outputs 2 is being achieved and the achievements are mostly on track in light of the PDM indicators except for supervision related activities delayed due to funding problem.

2-a) Training Curriculum, materials and M&E tools are developed.

Some of them are developed. There are some materials which still remain to be developed.

CCPO training system is comprised of Residential Training (Module I, II and III), and OJT (Practicum 1, 2 and 3) in the following sequence which is presented in the below figure.

Module I →OJT with Supervision (practicum 1) →Module II →OJT with Supervision (practicum 2) →Module III→OJT with Supervision (practicum 3)



As mentioned in the Output 1, training curriculum for Residential Training has been developed. Most of the necessary training materials and M&E tools have also developed. For details, please see Annex-11.

Currently, based on the recommendations of the short term expert to demarcate the CCPO curriculum in blocks to suit the different JJA's and the results of the Unit Relevance Survey in Nov. 2011, the rearrangement of units in the curriculum is proposed. Module-1: Common for all 5JJAs, Module-2 & Module-3: 3 JJAs with more responsibilities for child protection & rehabilitation-DCS, Probation, Prison-as outlined tentatively in the Annex-11-A-4.

Training management manual is planned to be drafted in time for the 3rd group training. NIT will use the draft manual, which is planned to be finalized by the end of the project.

2-b) More than 30 CCPO Trainers acquire necessary skills and knowledge to deliver CCPO Training.

34 NIT Members were trained by TOT & UNAFEI Training

A total of 34 NIT members were trained on diverse dates between February 2010 and February 2011 both in Japan through UNAFEI and in Kenya. For UNAFEI training, please see the Annex4-1. In Kenya, Training of Trainers (TOT) for NIT members was conducted in Aug. 2010 before the commencement of the CCPO training for the 1st group, and subsequently in Dec. 2010 as summarized in the below table:

List of Training in CCPO Project

	Name of Training	Participants	Timing of implementation
1	Training of Trainer	NIT	Aug-10
2	CCPO Training Module I Group I	CCPO Trainee (Group1)	Sep-10
3	Training of Trainer	NIT (Only those who trained in Module II in Jan 2011)	Dec-10
4	CCPO Training Module II Group I	CCPO Trainee (Group1)	Jan-11
5	CCPO Training Module III Group I	CCPO Trainee (Group1)	Aug-11
6	CCPO Training Module I Group II	CCPO Trainee (Group2)	Jan-12

In addition, NIT trainers participated in 8 retreats/workshops to reflect on the progress and work on the training modules as well as supervision matters.

CCPO training sessions were conducted by NIT trainers, whose capacity to act as a trainer has been progressing according to the session evaluation results as well as CCPO trainees interviewed during the MTR.

2-c) More than 240 CCPO participate in Pilot CCPO Training. *A total of 129 CCPO participated*

To date, a total of 129 CCPO participated so far in the training modules as above table of List of Training in CCPO Project. Out of 79 participants of the 1st group enrolled in the Module I, 70 CCPOs completed and successfully graduated in Apr. 2012. The 2nd group of 50 CCPOs participated in the Module 1 in Jan.-Feb.2012, and currently is under the Practicum 1. List of participants of the 1st group and 2nd group is attached in the Annex-12).

The number of initially planned participants of 80 was decreased to 50 in the 2nd group, which is more manageable size for enhancing training efficacy and efficiency. The 3rd group will also be 50 CCPOs. Therefore the target of 240 (80 x 3 groups) is to be revised accordingly.

Distribution of participants by agency is as follows based on the tables below. Some of the participants from Judiciary could not complete the training due to logistical problems, commitment to court matters and relevance as well. This will also be improved after the rearrangement of curriculum based on the unit relevance survey.

CCPO RESIDENTIAL TRAINING: THE NUMBER OF PARTICIPANTS

GROUP 1

JJAs	DCS	Probation	Prisons	Police	Judiciary	TOTAL
Started in Module I	39	17	9	9	5	79
Completed in Module III	36	16	9	9	0	70

GROUP 2

JJAs	DCS	Probation	Prisons	Police	Judiciary	TOTAL
Started in Module I	27	7	6	5	5	50
Completed in Module III						

Note: For group 1, "completed in module III" is equivalent to graduation. From 2nd group, graduation will be awarded using CCPO Trainees Evaluation Criteria.

**2-d) More than X(No.)* CCPO complete Pilot CCPO Training.
70 CCPOs out of 79 in the 1st group has completed**

As mentioned earlier, from the 1st group, 70 CCPOs out of 79 completed and successfully graduated in April 2012. List of participants in the CCPO training (Group 1) is attached in Annex-12.

**2-e) At least 4 Supervision Workshops are implemented
3 guideline setting workshops, 1 review WS have been implemented so far**

Supervision is usually provided by immediate supervisors; however, the project decided to train first NIT members about supervision work, before training immediate supervisors as this is a new concept. With regards to the supervision related activities for CCPO Trainers, the first NIT workshop guideline/work plan setting of practicum was conducted in August 2010 just before first residential Training. The workshop for setting more detailed modality of supervision visit was held in October 2010 before supervision visit by NIT was started. The review on Supervision/practicum session was conducted in the NIT workshop in May, 2011. The workshop for setting revised practicum guideline for Group 2 was conducted in January 2012.

Since above indicator is not clear which supervision workshops either for NIT members or immediate supervisors as mentioned in the 2-f below, it needs to be clarified in the proposed revision of PDM (Annex-13).

**2-f) More than X(No.)* of immediate supervising officers participate in Supervision Workshops.
59 including UNAFEI training**

A total of 59 immediate supervisors attended Supervision Workshop in May 2012. Prior

to that, a total of 14 immediate supervisors participated in UNAFEI training held in Feb.-Mar. 2012 for preparing OJT manual, which was presented in the Supervision Workshop in May 2012.

2-2-3 Output 3

Output 3	Management system for CCPO Training is developed
Indicators	3-a) Budget and Human Resource for CCPO training are arranged regularly. 3-b) Training Management Manual is adopted and utilized for CCPO Training.
Achievement	Output 3 is yet to be achieved in light of PDM indicators except for Human Resource which are in place.

3-a) Budget and Human Resource for CCPO training are arranged regularly.
Budget insufficient and irregular, Human Resource in place

Budgets specifically for CCPO training have not been allocated. However, from the general training budget vote, the project has managed to secure the GoK funds but there is need to allocate a budget line to ensure timely implementation. Due to the inadequate funding, supervision related activities for the 1st group was delayed, and JICA provided in filling the funding gap to get project activities going.

As for Human Resource, NIT members are assigned. DCS, Probation, and Prisons have officially appointed their members. Although no officers officially appointed from Judiciary and Police, they have still attended and participated as NIT members.

3-b) Training Management Manual is adopted and utilized for CCPO Training.
Not prepared yet

Draft training management manual will developed before the commencement of the 3rd group training, and NIT will use it for the implementation of the 3rd group training. The draft manual will be tested and revised by the end of the project.

2-3 PROJECT PURPOSE

Project Purpose	Training system achieving “Capability Target” for CCPO working with children in need of care and protection, and children in conflict with the law is established.
Indicators	(a) At least three CCPO trainings composed of three modules are implemented in project period (b) System of revising CCPO training curriculum, modules and manual based on Plan-Do-See Process is established. (c) Department of Children Services develops CCPO Training Plan with necessary budget and human resource allocations.

	(d) There are more than 20 officers from other Juvenile Justice Agencies in NIT Committees continuously involved in CCPO Training.
Prospect of Achievement	Project Purpose is mostly likely to be achieved except for funding aspect in light of the present status corresponding to each indicator.

(a) At least three CCPO trainings composed of three modules are implemented in project period

Training of 3 groups likely to be achieved with planned rearrangement

The 1st group of CCPO training, and the 1st module in 2nd group were implemented so far. It is expected to complete up to 3rd group within a project period if rearranging curriculum based on the unit relevance survey and recommendations from short term expert to demarcate between agencies (common and specific) is approved in the JCC to move forward.

(b) System of revising CCPO training curriculum, modules and manual based on Plan-Do-See Process is established.

Training management cycle in place

The project developed the system and has been revising the training resources based on the Plan-Do-See Process. However, in the year 2011, due to lack of finance, it was hard to hold review Workshops.

(c) Department of Children Services develops CCPO Training Plan with necessary budget and human resource allocations.

Plans developed annually but budget irregular and insufficient

DCS developed training plan every year, but enough budget had not been allocated. Funding has been an issue, and still uncertain. Other partner agencies have also contributed financially, but most of the responsibilities lie with DCS. Further modality of sharing financial burden among 5 JJAs needs to be decided.

(d) There are more than 20 officers from other Juvenile Justice Agencies in NIT Committees continuously involved in CCPO Training.

Achieved

20 NIT members in 4 JJAs and 14 members from DCS have been involved continuously and actively.

2-4 OVERALL GOAL

Overall Goal	Quality of service provided by Juvenile Justice Agencies dealing with rehabilitation and reintegration into the Community for children in need of care and protection and those in conflict with the law is improved.
Indicators	<ul style="list-style-type: none"> (a) Quality of services provided by trained CCPO is improved. (b) Protection and treatment situation for children under institutions of the Department of Children's Services and other Juvenile Justice Agencies are improved. (c) Regulations and administrative arrangement for rehabilitation and reintegration into the society for children in need of care, in conflict with the law are revised. (d) Specific coordination measures are developed among the Department of Children's Services and other Juvenile Justice Agencies regarding protection and rehabilitation for children in need of care, and those in conflict with the law.
Prospect of achievement	Overall Goal is to be assessed at post project period, but already a good sign of improvement in service provided by CCPO trainees is observed.

Measuring the achievement of Overall Goal is premature because the Overall Goal is the goal to be achieved in 3 to 5 years after the project. In this connection, the Situation Analysis on Juvenile Justice Administration in Kenya conducted in Nov. 2011 has developed performance indicators (proposed) and generated the baseline data as mentioned earlier. The summary of findings is attached in the Annex-14. In addition, above indicators of assessing the Overall Goal need to be modified into more concrete and/relevant ones, which will be discussed in the section about the modification of PDM later.

However, in an attempt to assess the prospect of achieving the Overall Goal, it has to be mentioned that there is a good sign of improving the quality of service provided by trained CCPOs according to the reports from supervision work (OJT) as well as interviewing with CCPO trainees during the MTR. The Situation Analysis, although it was a baseline but conducted after the 1st group attended Module III, even reported about the improvements of the CCPOs in the 1st group as well.

3. IMPLEMENTATION PROCESS

3-1 PROGRESS OF ACTIVITIES

Most of the activities have been carried out as planned in the PDM. For details, please see POO (Annex-15) and Progress of Activities (Annex-16). Exceptions are supervision related activities which have been delayed mainly due to the funding problem. It was resolved by filling the funding gap by JICA in order to get the project activities going. The 1st group CCPO training was also delayed by 1 month due to budget and administrative issues.

Hampering factors that impeded the project activities are mostly related to funding. The CCPO project has not been allocated a budget line through the DCS or the other JJAs. Because of this, DCS had to utilize their general training budget.

3-2 TECHNICAL TRANSFER/CAPACITY DEVELOPMENT

Training in UNAFEI in Japan has been utilized effectively. It is a good exposure to the Japanese juvenile justice and treatment system for the participants to have an insight into their own system. Most of the NIT members have participated in UNAFEI training and a majority of them have been active with a few exceptions. In 2012, immediate supervisors also attended the training at UNAFEI, which is also very effective as they are very crucial in increasing the effectiveness of the trained CCPOs performance in their duty stations. For the list of participants in UNAFEI training, see Annex-4-1.

Training in UNAFEI in Japan and short time experts from UNAFEI have provided specialized technical inputs, which are found to be effective as mentioned earlier. However, child protection dimension was not adequately covered compared to Juvenile Justice System since UNAFEI's mandate is confined to Criminal/Juvenile Justice.

The method of capacity development for NIT through the practical experiences of implementing CCPO pilot training has been very effective and appreciated by all interviewed during the MTR. NIT members have been involved in every step of training management cycle including curriculum and material development with initial inputs from external expert and conducting training and M&E exercises as well as supervision activities. Such hands-on experiences contributed to the effective capacity development of NIT members. For the remaining period of the project, it is also perceived that NIT members still need to develop, for example, practical knowledge rather than textbook knowledge on some of the information in the manual.

It also has to be emphasized that the training management cycle of Plan-Do-See process has been deliberately implemented and the results of the reviews and data based on the M& E have informed effectively to improve the project activities. Also, the project has collected data and information in an organized manner from the beginning. Since this is a pilot project in nature, this kind of exercise is very crucial and the project has maintained its quality of implementation in this sense.

3-3 PROJECT MANAGEMENT

1) Project management structure of 3 levels:

The CCPO project management structure is composed of the following three functional levels: Joint Coordinating Committee (JCC), Steering Committee (SC), National Implementing Team (NIT) as explained earlier. JCC has been held twice so far. JCC is composed of Permanent Secretary of the 4 relevant Ministries. This structure was designed purposely to be effective in dealing with policy matters of multi-sectoral issues but has been observed to be not as effective as planned so far. SC was supposed to be held on quarterly basis, but this has not been the case. SC has to function for actual decision making, and JCC authorizes their decisions. For

this to happen effectively, NIT needs to provide information to SC on a regular basis.

In order to improve the situation, the roles and responsibilities including funding as well as representation need to be fully confirmed among JCC, SC and NIT as well as among 5 JJAs as this was not clearly outlined in the M/M and R/D. For the remaining period of the project, JICA is also expected to appropriately engage JCC and SC to ensure adequate policy level interventions.

2) Project management and implementation structure of 5 JJAs in partnership:

Partnership in 5 JJAs has been effective and produced synergy effects in developing high quality materials, trainers, etc. by maximizing each agency's knowledge and resources rather than doing by a single agency. CCPO training participants also benefited from the joint training to share and learn roles and responsibilities of each agency who are supposed to coordinate on the ground and created a good scope for networking among agencies as well.

In terms of logistics and administration, however, 5 JJAs involvement increased transaction costs due to required coordination, which would be an issue when it comes to a question of sustainability after the project.

3) Communication

Communication among C/Ps at NIT level has been mostly sufficient. Communication has been enhanced through using internet mailing list which has been effective to share information among members.

However, communication from NIT to the Chair of JCC through the Chair of SC has not been regular affecting the communication among the 5 JJAs at SC and JCC levels. This needs to be improved.

3-4 OWNERSHIP

Involvement is varied among 5 JJAs and also varied between management and implementation levels. Most active body is at implementation level. C/Ps have been assigned appropriately in terms of numbers, post/responsibilities, and timing of assignment. Quite a number of NIT members irrespective of agency have been actively participating and performing their responsibilities as both in technical and administrative manners. NIT members are not full time C/Ps and have their normal duties, but they have been able to devote their time since arrangements were made (e.g. official appointment letter for DCS, Probation, Prison), and they are very committed and have a strong sense of ownership.

At agency level, all the 5 JJAs have been participating in the project activities with varied degrees by agency. For example, among the 5 JJAs, secretariat members have not been officially appointed from Judiciary and Police. One of the reasons for the difference in the sense of ownership between agencies is related to the number of training posts allocated to primary target and sub-target of each agency.

With regards to financial matters, training costs (full-board accommodation,

venue, and supervision related costs) been met in a cost sharing manner between DCS and JICA. DCS has been doing their best efforts to bear the training costs for the participants from other agencies and providing most of the transportation from their general budget in a situation where they have no specific budget line for CCPO project. DCS however was not able to meet the costs in the supervision (Practicum 3) in the 1st group training and it was resolved by filling the funding gap by JICA in order to get the project activities going. Other agencies also have financed daily allowance and accommodation for trainers, transportation for participants, and occasionally tipped in providing supports on ad-hoc manner as well.

4. RESULTS OF THE EVALUATION BY FIVE CRITERIA

4-1 RELEVANCE

Relevance is considered to be **High with some challenges** for the following reasons.

1) Necessity: High

- The project is relevant to the necessity of the Kenyan society as well as the necessity of the target groups in terms of the training effect in matters of implementing the Children Act (2001, which is under review at present), the Constitution, Kenya Vision 2030, all of which is producing important dividends for children in Kenya.
- The project is relevant to the 5JJAs' needs in training their CCPO officers. In particular, 160 new CCPOs were recruited in the DCS in 2007, but no substantial training addressing children matters did not exist other than the short induction/orientation training for general administrative matters. The newly recruited officers have been posted without necessary knowledge and skills in the forefront of their duties. The primary target of CCPO project is those COs who have the strong needs of training. Below shows the number of COs recruited between 2007 and 2011 in DSC. At the time of project formulation, it was assumed that DCS would recruit 100 COs every year, but according to DCS, the plan of the Department is to recruit at least 50 children officers per year, and most of them are recruited at CO II level unless vacancies arise at higher job groups. After serving for three years officers qualify for a promotion to the next job group.

Year	Number of Children Officers recruited at the grade of CO II
2007	160
2008	17
2009/2010	50
2011	50
TOTAL	277

Note: Some of the newly recruited officers have left the department for employment in other organizations, for example, out of the 160 COII recruited in 2007 only 145 are remaining.

Source: DCS

- The sub-target of CCPO project is officers from other 4 JJAs. They also require the training dealing with children matters. All the 5 JJAs' have their own training system for their own officers; however, the elements that CCPO training is addressing are not fully/equally covered in their existing training systems. Therefore, there is no duplication and rather CCPO training is very practical and providing more in depth compared to other training opportunities (e.g. induction, workshops etc.) as appreciated by CCPO trainees who were interviewed during the MTR.
- 2) Priority: High
- The project is consistent with Kenya's governmental policies such as Kenya Vision 2030. The plan rests on three pillars: (a) an economic pillar that aims to achieve an average growth rate of 10 per cent per annum over the next 25 years; (b) a social pillar that aims at creating a "just and cohesive society with social equity in a clean and secure environment"; and (c) a political pillar that aims at creating a "democratic political system founded on issue-based politics that respects the rule of law, and protects the rights and freedoms of every individual in the Kenyan society, Millennium Development Goals which aims at eight goals to be achieved by 2015 that respond to the world's main development challenges. National Children's Policy whose goals are based on the key pillars of Child Rights as articulated in the (UNCRC), 1989. These are Survival Rights, Development Rights, Protection Rights and Participation Rights. According to the interview with Directors in charge, they also confirmed that areas that CCPO training is addressing are quite relevant to their departmental needs and priorities.
 - The government reform is underway in fulfilling the new constitution, which will transform the administration system to be more decentralized. The reform may have an impact on the 5 JJAs organizational and personnel matters, which is not clear as yet.
 - The project is also consistent with the present JICA Plan for country-specific program implementation for Kenya.
- 3) Appropriateness of means/approach: Unique, ambitious but mostly effective with some challenges
- Partnership in 5 JJAs, although initially thought to be ambitious, has been effective and produced synergy effects in developing high quality materials, trainers, etc. by maximizing each agency's knowledge and resources rather than doing by a single agency. CCPO training participants also benefited from the joint training to share and learn roles and responsibilities of each agency who are supposed to coordinate on the ground and created a good scope for networking with other agencies after the training. In terms of logistics and administration, however, 5 JJAs involvement increased transaction costs for heavy coordination, which would be an issue when it

comes to sustainability after the project.

- Targeting recently recruited junior officers is also relevant. CCPO training is useful for junior officers (3 years or less in service) after having certain experiences in their duty stations. While induction training, they have to cover a lot in a short time (1-2 weeks in most of the cases), CCPO training is in-service/refresher training which is interactive by participants from different agencies with clear problem awareness based on their actual experiences.
- The organization of CCPO training cycle of both theory and practicum is found to be effective as well. Incorporating supervision (practicum) in the CCPO training cycle together with the theoretical learning (residential training) has been appreciated by all the CCPOs interviewed in the MTR. Practicum of CCPO training provides a new training modality that was intended to be introduced in the local context based on the Japanese experience. Supervision is also a good learning and consolidating opportunity for NIT members who have taken a role of supervisors to visit CCPO trainees to provide professional support.
- The project design to include immediate supervisors of CCPO trainees is very effective. With supervisors' good understanding and support, CCPO trainees can apply what they learned in the training in their duty stations and share/disseminate with other staff members. CCPO trainees interviewed during the MTR all expressed the importance of support and understanding from their supervisors in this sense.
- There is a room for improvement in the study of detailed design before the project for the following reasons.
 - The project design involving 5 JJAs in partnership is a unique and ambitious strategy. The roles and responsibilities of 5 JJAs therefore had to be more thoroughly discussed and agreed. It has evolved in the process of project implementation, however, the extent of participation including financial responsibilities and representation of each agency could have been clearly defined from the beginning so that more robust management structure by 5 JJAs could have been set up including more regular financial contributions from 4 partner JJAs.
 - There is a challenge of addressing both juvenile delinquency and child welfare in one project. This is a common perception of NIT members as well. (There is also a discrepancy in the name of the project between English and Japanese as well in this sense.) In Kenya, in order for practical training to give an impact in the field of child protection, there are other important stakeholders such as chief, asst. chief, welfare officers, volunteer children officers and volunteer probation officers. Rationale for excluding other important stakeholders in the child protection was not fully presented in the project design document. In addition, the technical inputs from UNAFEI have mainly concentrated in the Juvenile Justice System in accordance with UNAFEI's primary mandate. Child protection dimension has not been equally addressed. Such situation, though has not caused major problems, could have been sorted out initially when the project was designed. If necessity arises, hiring Kenyan resource person could

be considered.

- Synergy effects with other assistance are also observed in the following areas.
 - As for the synergy effects with other Japan's assistance, it should be mentioned that the CCPO project was formulated based on the previous experiences to maximize the gains in the 2 precedent projects (Crime Prevention treatment of Delinquents in the Juvenile Justice system in Kenya from Apr.2003 to Mar. 2006 and Crime Prevention, Rehabilitation and Protection of Vulnerable Children in Kenya from Jun.2006 to Mar. 2009) in this field. Based on the lessons learned in the previous projects, it is clear that child protection and Juvenile Justice System encompasses multi-sectorial and inter-ministerial agenda, both at central and field levels. The CCPO project has succeeded in bringing noticeable changes at the implementation/field level in this sense, but at policy level, further efforts are needed.
 - There have been a good number of people (149 in total) who have received UNAFEI training since FY2000 to FY2011. Those who have been trained before the project have also been participating actively in the project.
 - There has been no duplication with other assistance from development partners including UNICEF which is a major partner of DCS. No other development partners currently work on the development of CCPO training. For future synergy effect, it is recommended to share about the project with relevant development partners for their attention as well as for future collaboration.
- With regards to the size of the target group, it was found that a total number of 80 participants as target for 1 group were too large to manage. As a result, the sessions were conducted in 2 classes (40 each) which has created a lot of administrative and coordination work. In the 2nd group, the number was decreased to 50 and will do the same in the 3rd group.
- Selection criteria were developed by the CCPO project secretariat and selection was done by them. One of the basic requirements is those who have served less than 3 years, which was mostly strictly met. However, it was also observed that a selection criterion in terms of location was not strictly met due to miscommunication and so forth.
- Japanese experiences and expertise in this field has been utilized. As mentioned earlier, training in UNAFEI in Japan and the short term experts from UNAFEI have provided technical inputs which were found to be effective but somehow limited to Juvenile Justice System aspect. Child protection dimension was not equally attended.

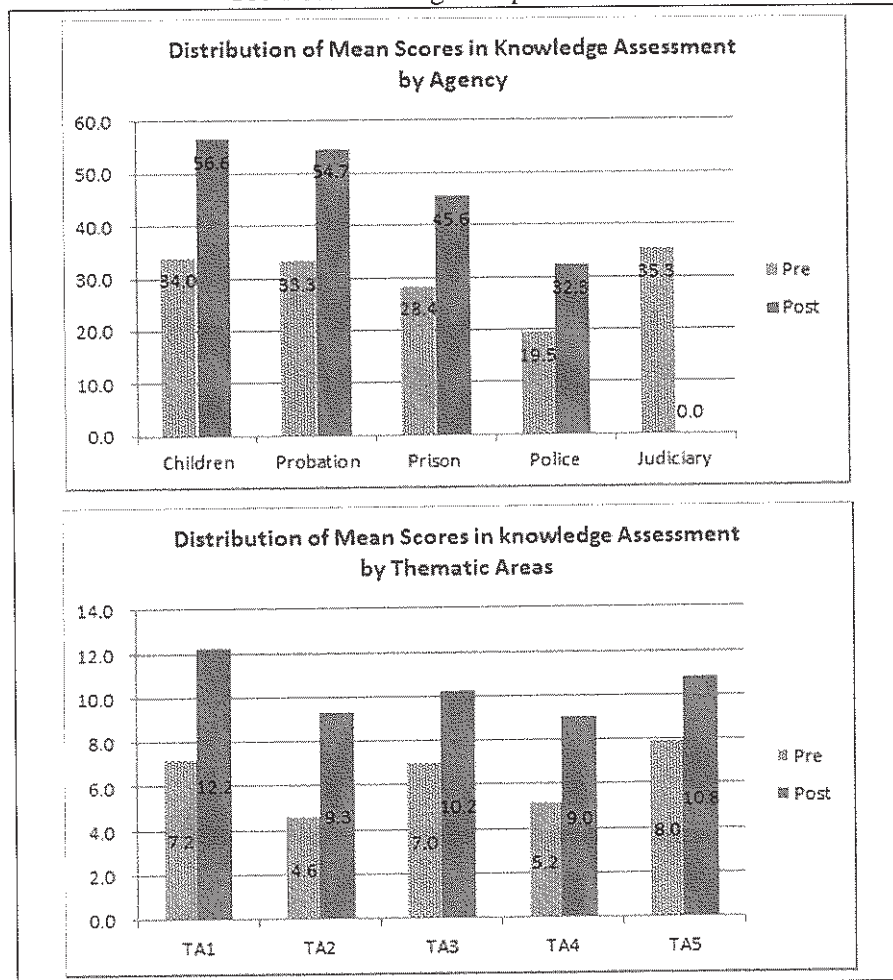
4-2 EFFECTIVENESS

Effectiveness is considered to be **Medium** for the following reasons.

- 1) Prospect of Achievement of Project Purpose: **Most likely to be achieved except for funding aspect**

- A mentioned earlier in the 2. ACHIEVEMENT OF THE PROJECT, Project Purpose is mostly likely to be achieved except for funding aspect in light of the present status corresponding to each indicator. In achieving the project purpose, funding is an issue, and in relation to this issue, more commitment and support at policy level is expected.
- The bar-chart below shows the improvement in the pre-post comparison of the results of knowledge assessment conducted for Group 2 before the training and for Group 1 after the training. CCPO training aims to develop knowledge, skills and attitude, and this is one of the evidence that presents the effects of CCPO training in increasing knowledge.

Pre-Post Training Comparison



Note:

1) Pre-test refers to the results for the 2nd group (40 participants) before the training. Post-test refers to the results of the 1st group (70 participants) after the training. For Judiciary, no participants managed to take the assessment from the 1st group, and therefore, their post score is zero.

2) Full mark is 100 for scores by organization (20 marks each for 5 thematic areas)

3) TA refers to thematic areas of 1. Juvenile Justice Procedure, 2. Case Management, 3.

Rehabilitation Treatment, 4. Support Networking, 5. Ethics, Responsibility and Quality Assurance. The assessment comprised of questions of 5 thematic areas.
Source: CCPO Project Data

2) Verification of logics : **PDM proposed to be modified**

- With regards to the narrative summary of the Project Purpose, there is not a clear, common understanding about what “training system” and “is established” meant to be among stakeholders. They need to be clarified. Based on the realistic ground, the training system can be defined as a combination of modular cycle of theory and practicum which can be developed as the Project Purpose. In this connection, PDM (Ver.1) is to be modified as proposed in Annex-13.
- 3) Important Assumptions: **Favorable at policy level with question of funding uncertainty at departmental level. A threat also observed in the ongoing government reform**
- Importance of child care and protection at country policy level is still valid and it is likely to be maintained as mentioned earlier in the 4-1 RELEVANCE for details. However, at department level, although child care and protection is the DCS’s mandate, CCPO project did not get the regular funding from the treasury. One of the possible reasons is that the project is recognized as pilot and therefore, it takes time for people in charge of decision making to understand and have an idea about the project benefits. In this connection, evidence of impact of the CCPO training should be generated through the implementation of the pilot CCPO training to present its importance for getting their interests.
 - As mentioned in the 4-1 RELEVANCE, The ongoing government reform in the fulfilling the new constitution may be a threat to achieve the Project Purpose.

4-3 EFFICIENCY

Efficiency is considered to be **Medium** for the following reasons.

1) Achievement of Outputs: **Mostly achieved with funding issue as a hampering factor**

As described earlier in the 3. ACHIEVEMENT OF THE PROJECT, most of the Outputs planned in the PDM have been achieved as scheduled except for delays in supervision work due to funding problem. In addition, number of CCPO trainees decreased from 80 to 50 in the 2nd group for the benefit of more efficient and effective training in a manageable size.

2) Verification of Logics: **PDM is logical, but some terminologies need to be modified**

Implementation of activities planned in the PDM logically leads to Outputs 1~3. However, some terminologies in the Output level need to be clarified and modified as proposed in Annex-13.



3) **Inputs: Mostly appropriated both from Kenya and Japan except for budget from GoK**

Inputs from both Japan and Kenya have been appropriate in terms of quantity, quality and timing, except for the following aspects:

- Short term experts may be assigned in time for the material development exercise, and the field of their expertise did not cover child protection as UNAFEI's primary mandate is Juvenile Justice.
- Budget to be allocated by Kenyan side was not regular and in short. This has been an issue as a hampering factor.

4-4 IMPACT

Impact is considered to be **Potentially High** if **CCPO training continues** for the following reasons:

1) **Prospect of achievement of Overall Goal: Improvement in quality of services provided by CCPOs already observed**

As mentioned in the 3. ACHIEVEMENT OF THE PROJECT, Overall Goal is to be assessed in the post project period as this is the goal to be achieved 3 to 5 years after the project. However, there has already been an improvement in services provided by CCPO trainees which is a good sign of achieving the Overall Goal.

2) **Verification of Logics: PDM proposed to be modified**

PDM needs to be modified mainly from the following considerations.

- With regards to the Overall Goal, it may be ambitious to expect quality improvement in services provided by JJAs in general terms. It may have to be confined to the improvement of services provided by CCPO trainees, which is pertinent to the outcome of the project.
- It is not clear about the position of important assumptions in the present PDM (Ver.1) regarding project staff turnover, and it is not appropriate for achieving for Overall Goal. This needs to be modified as proposed in the Annex-13. Just to mention the status of turnover issue, some NIT members have been transferred. However, most of the members stay and are engaged with project.

3) **Other Ripple effects: Not observed**

No particular ripple effects either positive or negative other than the Overall Goal have been observed. Yet, beyond the project scope, NIT members are proactively organizing a meeting on related agenda.

4-5 SUSTAINABILITY

Sustainability is considered to be **Uncertain but potential if necessary measures are taken** for the following reasons:

1) **Policy/institutional aspect: Policy likely to continue favorable with ongoing**

government reform as a potential threat

- Overall relevant national policies/institutional settings are likely to continue favorably. One issue is the government reform which may pose a question of sustainability if it restructures administrative system, and as a result, NIT members as well as CCPO trainees may get transferred to different positions.
- It is not clear at this moment about the future position of the CCPO training. This needs to be addressed and the project should come up with a viable plan to sustain. At present, an issue of sustaining/dissemination/scaling-up mechanism is not much discussed yet. Possible ways to be explored include the integration into each agency's existing training system, integration into existing government training institutions (e.g. Kenyan Institute of Administration, Government Institute of Training), inclusion of CCPO training into organizational strategic plans, work-plans, performance targets and performance contract and so forth. This will be further discussed in the recommendations later.
- At an individual level, members do have strong commitment and sense of ownership. As JJAs, there is no clear organizational commitment to sustain the CCPO training as yet. However, examples of efforts in including CCPO training elements in agencies' own training system were cited by those who have been interviewed during the MTR. In particular, partner JJAs have their own training institutes (e.g. police academy, Judiciary Institute of Training, Prison College) and the probation is now developing diploma level programme for their officers. There is a good room for integrating the outcomes of the project into their own programmes.

2) Financial aspect: Uncertain

- The future of the budget is uncertain. Most of the budgets have been met by DCS including training costs for other JJAs. Other JJAs also met some costs in the form of cash or in kind, but they are on ad-hoc basis. According to partner JJAs, it may be possible if CCPO training is placed as priority of their organizational plan and so forth, other JJAs will be able to secure funds from treasury, and if not, perhaps from their general training budgets. In any case, budget is an issue for sustainability.
- In case of integrating CCPO training elements into existing training programmes and systems, the costs will be minimized.

3) Technical aspect: NIT members developed and demonstrated capacity

As mentioned in the Implementation process, NIT members have developed good capacity to independently carry out the CCPO training as they have already demonstrated. There are, however, some areas necessary for further development as perceived by NIT members which can be attended to in the remaining project period.

5. CONTRIBUTING AND HAMPERING FACTORS

5-1 CONTRIBUTING FACTORS

- 1) The commitment of JCC and SC in providing facilitation and policy directions as policy making bodies.
- 2) A major contributing factor for enhancing the effects of the Project is the commitment and hard work of NIT in spite of the various complications in working modality among 5 different agencies. As mentioned, partnership in 5 JJAs has brought quality training as well as increased understanding of the importance of coordination for the benefit of children and juveniles on the ground.

5-2 HAMPERING FACTORS

Factors that have/might have affected to hamper the Project are as follows:

- 1) Funding: Funding has been a major issue throughout the project in the past, and is likely to be the same onwards. DCS has made a hard effort to secure the regular funds for CCPO project which did not has been succeeded as yet. Activities have been implemented with the general budget for training mainly from DCS with support from other JJAs on ad-hoc basis, and support from JICA in filling the funding gap not to delay the planned activities any further.
- 2) Planning : The roles and responsibilities among 5 JJAs have not been clearly discussed and stated in the any formal documents, which made other 4 JJAs be reluctant to formally take more financial responsibilities. Since this is a project participated by different 5 JJAs in partnership, such aspect had to be well outlined in the project design before the project.
- 3) Government reform: The impact of the government reform under the constitution provides both an opportunity as well as challenges.

6. CONCLUSIONS AND RECOMMENDATIONS

6-1 CONCLUSIONS

The conclusion of the evaluation is summarized as follows:

Summary of Five Evaluation Criteria

Criteria	Evaluation Results
1. Relevance	High with some challenges
2. Effectiveness	Medium
3. Efficiency	Medium
4. Impact	Potentially High if CCPO training continues
5. Sustainability	Uncertain but potential if necessary measures are taken

In conclusion, the project has so far achieved good results in terms of developing a training system to address Capacity Targets for CCPOs. Important training recourses

have been developed including curriculum, materials, trainers and so forth. The CCPO training has been implemented in combination of residential training (theory based) and OJT/Supervision (practicum), which is found to be effective in developing substantial capacity of CCPOs. The training management cycle of Plan-Do-See process has also been carefully carried out to continuously improve the training system. Issues to be solved are observed mainly in the areas of management structure, funding, and future sustainability. These will be addressed in the following section in more details.

6-2 RECOMMENDATIONS

6-2-1 Recommendations to Be Considered for the Remaining Project Period

Recommendations to be considered for the remaining project period (1 year and 4 months) are as below.

1) Management issues

- To streamline management structure with regards to roles and responsibilities at all levels (NIT, SC and JCC)
- To ensure that the secretariat must participate at the SC meetings with at least 1 member of each JJA
- To revisit and clarify the roles and responsibilities as well as representation of each 5 JJAs including financial contributions

2) Implementation issues

- To finalize the training curriculum and materials based on the unit relevance survey and each agency's own training needs (common for 5 JJAs-Module1, specific units rehabilitation for 3 JJAs)
- To develop and finalize the training management manual

3) Funding issues (to finance for the remaining project period)

- To discuss and agree on funding responsibilities to be shared among 5 JJAs and secure budget from treasury for financial stability

4) Sustainability issues

- To start discussions among the 5 JJAs and within each 5 JJAs on the management structure including funding, and draw up viable plans and proposals of sustaining and utilizing project effects from the following 2 approaches:

1) Individual approach:

- integrating CCPO training into existing training system of each JJAs

2) Partnership/collaboration approach:

- continuing CCPO training by the similar structure of 5 JJAs in partnership including how to retain NIT members

- exploring modalities on the agreement to be made (e.g. MOU) based on which JJAs can plan and negotiate with treasury for finance.
- integrating CCPO training into existing government training system (e.g. Government Training Institution)
- To utilize trained CCPOs as trainer for wider dissemination in the field including other important stakeholders (e.g. chief, asst. chief, welfare officers, volunteer children officer, volunteer probation officers etc.)
- To compile the evidence of impact of the CCPO project for convincing policy makers and relevant stakeholders including other development partners about the effects of CCPO training
- To widely share the information on CCPO project with other stakeholders and development partners for increasing their attention, and if possible, for collaboration

6-2-2 Modification of Project Design Matrix (PDM)

Project Design Matrix (PDM) is an essential tool for project management. During the Review, logics of the present PDM (Ver.1) were discussed among all concerned and modification of PDM (Ver.1) into PDM (Ver.2) is proposed as attached in the Annex-13. Overall Goal, Project Purpose and Outputs have partially been modified to fit them into the actual situation. Objectively verifiable indicators have also been modified with the aim to give clear definition to the indicators with as much as quantitative targets possible. Means of verification have been modified accordingly. Important assumptions as well as pre-conditions were clarified and modified as well. For details and specific reasons for modification is summarized in the Annex-17.

(END)

ANNEXES
OF
JOINT MID-TERM REVIEW REPORT

THE PROJECT FOR CAPACITY BUILDING OF
CHILD CARE AND PROTECTION OFFICERS IN
JUVENILE JUSTICE SYSTEM
(Oct.2009-Sep.2013)

Nairobi, 31st May, 2012

List of Annexes

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2. PDM_Ver.1
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4. UNAFEI Training in Japan / Information on visit to UNAFRI in Uganda / Information on Conference in Ghana
5. List of equipment provided by the project
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9. Capability/Capacity Targets
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11. List of curriculum, training materials and M&E tools
 - 11-A-3) curriculum and guidelines
 - 11-A-4) Unit re-arrangement
 - 11-B-1) template of developing work plan
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13. PDM_Ver.2 (proposed)
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15. Plan of Operations (POO)
16. Progress of Activities
17. Modification of Project Design Matrix

Annex-1

Project Design Matrix (PDM) - version 0

Project Name: Project for Capacity Building of Child Care and Protection Officers in Juvenile Justice System
少年保護関連職員能力向上プロジェクト

Implementing Agency: Ministry of Gender, Children and Social Development,
Department of Children's Services
ジェンダー・児童・社会開発省 児童局

Project Duration: 4 years (October 2009- September 2013)

Narrative Summary	Verifiable Indicators	Means of Verification	Important Assumption
<p>(Overall Goal) Quality of service provided by Juvenile Justice Agencies dealing with rehabilitation and reintegration into the Community for children in need of care and protection and those in conflict with the law is improved.</p> <p>要保護児童及び非行・犯罪少年の更生と社会復帰に関連する諸機関の行政サービスが向上する。</p>	<p>(a) Quality of services provided by trained CCPO is improved. 研修を受講した少年保護関連職員のサービスが向上する</p> <p>(b) Protection and treatment situation for children under institutions of the Department of Children's Services and other Juvenile Justice Agencies are improved. 児童局及び関連諸機関により児童・少年の保護及び処遇が改善する</p> <p>(c) Regulations and administrative arrangement for rehabilitation and reintegration into the society for children in need of care, in conflict with the law are revised. 要保護児童及び非行・犯罪少年の更生と社会復帰にかかる規則及び制度が見直される</p> <p>(d) Specific coordination measures are developed among the Department of Children's Services and other Juvenile Justice Agencies regarding protection and rehabilitation for children in need of care, and those in conflict with the law. 要保護児童及び非行・犯罪少年の保護と更生と社会復帰にかかる児童局と関連諸機関間の具体的な連携方策が見出される</p>	<p>- Report of survey and in interview with trained CCPO. 少年保護関連職員へのアンケート及びインタビュー調査報告書</p> <p>- Regulations such as J udiciary ministerial circulars, n otification regarding child protection 児童・少年保護に関する法律、省令、通達などの整備</p>	<p>Members of Training curriculum, materials M&E Development teams and CCPO trainers do not change, and are engaged with the Project throughout Project duration. 研修カリキュラム・教材開発チーム及び研修講師のメンバーが継続的に本プロジェクト活動に従事する。</p> <p>Importance of child care and protection at policy level is maintained. ケアにおける児童・少年保護にかかる政策的重要性が失われない。</p>
<p>(Project Purpose) Training system achieving "Capability Target" for CCPO working with children in need of care and protection, and children in conflict with the law is established.</p> <p>少年保護関連職員の基準人材像に向けた研修実施体制が構築される</p>	<p>(a) At least 4 C CPO trainings are implemented in project period 少年保護関連職員研修がプロジェクト期間中少なくとも4回実施される</p> <p>(b) System of revising CCPO training curriculum based on Plan-Do-See Process is established. 研修計画－実施－M&Eの一連のプロセスにより、児童・少年保護関連職員研修カリキュラムの見直</p>	<p>- Project Report プロジェクト報告書</p> <p>- Training Curriculum 研修カリキュラム</p> <p>- Minutes of Training Curriculum and Materials, M&E Development team 研修カリキュラム・教材開発・M&E チームの協議議事録</p>	<p>Enough staff and budget are allocated to the Project プロジェクトに対し必要十分は予算・人員措置が行われる</p>

	<p>しの仕組みが構築される</p> <p>(c) Department of Children's Services develop CCPO Training Plan with necessary budget and human resource allocations. 児童局において少年保護関連職員研修の研修計画が策定され、必要な予算及び人員措置がなされる</p> <p>(d) There are more than X(No.)* officers from other Juvenile Justice Agencies continuously involved in CCPO Training. ○人以上の関連諸機関職員が少年保護関連職員研修に継続的に関わる</p>	<p>- Report of survey and in interview with trained CCPO 少年保護関連職員へのアンケート及びインタビュー調査報告書</p>	
<p>(Outputs)</p> <p>1. "Capability Target" for Standard CCPO is established. 少年保護関連職員の基準人材像が作成される</p> <p>2. Quality of CCPO Training is improved through implementing and monitoring Pilot CCPO Training. 少年保護関連職員研修の質がパイロット研修の実施及びモニタリングを通じて向上する</p> <p>3. Management system for CCPO Training is developed 少年保護関連職員研修の運営体制が確立する</p>	<p>1-a) Necessary components of Capability Target for CCPO are clarified. 少年保護関連職員の基準人材像の要素が明確になる。</p> <p>1-b) Criteria to evaluate CCPO are developed. 少年保護関連職員の評価基準が策定される</p> <p>2-a) Training Curriculum, materials and M&E tools are developed. 研修カリキュラム・教材・評価モニタリングツールが開発される</p> <p>2-b) More than X(No.)* CCPO Trainers acquire necessary skills and knowledge to deliver CCPO Training. ○人以上の研修講師が少年保護関連職員研修を実施するために必要な知識と技能を身に付ける</p> <p>2-c) More than X(No.)* CCPO participate in Pilot CCPO Training. ○人以上の少年保護関連職員が試行研修に参加する</p> <p>2-d) More than X(No.)* CCPO complete Pilot CCPO Training. ○人以上の少年保護関連職員が試行研修を修了する</p> <p>2-e) More than X(No.)* OJT Supervisor Workshops are implemented ○回以上のOJTスーパーバイザーワークショップが実施される</p> <p>3-a) Budget and Human Resource for CCPO training are arranged regularly. 少年保護関連職員研修実施のための予算及び人員が定期的に措置さ</p>	<p>1-a),b) - Project Report プロジェクト報告書</p> <p>2-a),b),c),d),e) - Project Report プロジェクト報告書 - Training Curriculum, materials and M&E tools. 研修カリキュラム、教材、M&Eツール - Evaluation Result of CCPO Training 少年保護関連職員研修の評価結果 - Report of survey and in interview with CCPO 少年保護関連職員へのアンケート及びインタビュー調査報告書 - M&E Report M&E 報告書</p> <p>3-a),b) - Project Report プロジェクト報告書 - Training Management Manual 研修管理マニュアル</p>	

	れる 3-b) Training Management Manual is adopted and utilized for CCPO Training. 研修管理マニュアルが採用され、少年保護関連職員研修に活用される		
(Activities) 1-1 To assess CCPO Training Needs 少年保護関連職員の研修に関するニーズ調査の実施 1-2 To develop “Capability Target” for CCPO 少年保護関連職員の基準人材像の設定 2-1 To implement Group Training for CCPO Trainers 研修講師向けの集合研修の実施 2-2 To develop CCPO Training Plan 少年保護関連職員研修計画の作成 2-3 To develop and revise CCPO Training Curriculum and Materials 少年保護関連職員研修カリキュラム・教材の開発及び見直し 2-4 To develop and revise CCPO Training Monitoring and Evaluation Methodology 少年保護関連職員研修のモニタリング・評価方法の確立及び見直し 2-5 To implement pilot CCPO Training by CCPO Trainers 少年保護関連職員への試行研修実施 2-6 To monitor and evaluate impact of CCPO Training 少年保護関連職員の研修効果に関するモニタリング・評価の実施 2-7 To implement OJT Supervisor Workshop OJT スーパーバイザーワークショップの実施 3-1 To develop and revise Budget and Human Resource Allocation Plan for CCPO Training 少年保護関連職員研修にかかる予算・人員計画案の作成及び見直し 3-2 To develop and revise Training Management Manual 研修管理マニュアルの作成及び見直し	(Inputs) Kenyan side: 1. Buildings, offices and other facilities necessary for the Project ・オフィス等プロジェクトに必要な施設 2. Assignment of a dequate Kenyan counterparts ・カウンターパートの配置 3. Expenses necessary for the project activities ・その他活動に必要な経費 Japanese side: 1. Dispatch of 1 (one) long-term expert ・長期専門家の派遣 2. Dispatch of short-term experts ・短期専門家の派遣 3. Training of Kenyan counterpart personnel in Japan ・本邦研修の実施 4. Provision of training materials and equipment (in small scale) 研修教材・小規模機材供与（事務機器） 5. Expenses necessary for the project activities ・その他活動に必要な経費		

*指標の数値はプロジェクト開始1年以内に設定する。

注1：ケニア共和国の児童法（The Children Act 2001）では「Child」を「18歳未満の者」と規定した上で、教育・福祉面における保護と、非行・犯罪に関わった者の司法手続等が定められている。また、本案件では前記児童法による「Child」以外に、非行・犯罪に関わった21歳未満の者を処遇する職員についても対象として含まれている。一方、日本の法律では18歳未満の者の福祉については主として「児童福祉法」で、また20歳未満の者の司法・保護手続等については主として「少年法」によって定められており、それぞれの法律において「児童」と「少年」の定義が異なっている。そこで、本PDM内の「Child」の日本語訳については、福祉対象者を指す場合には「児童」、司法手続対象者を指す場合には「少年」、両方の対象が含まれる場合には「児童・少年」と分けて表記する（具体的には「children in need of care and protection」を「要保護児童」、「children in conflict with the law」を「非行・犯罪少年」と訳す。但し、「Child Care and Protection Officers」は「少年保護関連職員」と訳す）。

注2：少年保護関連職員：児童局、保護観察局、裁判所、警察、刑務所（少年院）の政府機関又は政府が認可した機関等に所属し、要保護児童又は非行・犯罪少年の福祉、教育及び司法手続に関わる者を指す。

注3：基準人材像：必要不可欠な知識、技能及び態度を身に付けた少年保護関連職員

Annex-2

Project Design Matrix (PDM) - version 1

Project Name: Project for Capacity Building of Child Care and Protection Officers in Juvenile Justice System

Implementing Agency: Ministry of Gender, Children and Social Development,
Department of Children's Services

Project Duration: 4 years (October 2009- September 2013)

Narrative Summary	Verifiable Indicators	Means of Verification	Important Assumption
<p>(Overall Goal) Quality of service provided by Juvenile Justice Agencies dealing with rehabilitation and reintegration into the Community for children in need of care and protection and those in conflict with the law is improved.</p>	<p>(a) Quality of services provided by trained CCPO is improved.</p> <p>(b) Protection and treatment situation for children under institutions of the Department of Children's Services and other Juvenile Justice Agencies are improved.</p> <p>(c) Regulations and administrative arrangement for rehabilitation and reintegration into the society for children in need of care, in conflict with the law are revised.</p> <p>(d) Specific coordination measures are developed among the Department of Children's Services and other Juvenile Justice Agencies regarding protection and rehabilitation for children in need of care, and those in conflict with the law.</p>	<p>- Report of survey and in interview with trained CCPO.</p> <p>- Regulations such as Judiciary ministerial circulars, notification regarding child protection</p>	<p>Members of Training curriculum, manuals, M&E Development teams and CCPO trainers do not change, and are engaged with the Project throughout Project duration.</p> <p>Importance of child care and protection at policy level is maintained.</p>
<p>(Project Purpose) Training system achieving "Capability Target" for CCPO working with children in need of care and protection, and children in conflict with the law is established.</p>	<p>(a) At least three CCPO trainings composed of three modules are implemented in project period</p> <p>(b) System of revising CCPO training curriculum, modules and manual based on Plan-Do-See Process is established.</p> <p>(c) Department of Children Services develops CCPO Training Plan with necessary budget and human resource allocations.</p> <p>(d) There are more than 20 officers from other Juvenile Justice Agencies in NIT Committees continuously involved in CCPO Training.</p>	<p>- Project Report</p> <p>- Training Curriculum, modules and manual</p> <p>- Minutes of JCC, SC and NIT Committees</p> <p>- Report of survey and in interview with trained CCPO</p> <p>- List of NIT members including Secretariat</p>	<p>Enough staff and budget are allocated to the Project</p>
<p>(Outputs) 1. "Capability Target" for Standard CCPO is established.</p>	<p>1-a) Necessary components of Capability Target for CCPO are clarified.</p> <p>1-b) Criteria to evaluate CCPO are developed.</p>	<p>1-a),b)</p> <p>- Project Report</p>	

<p>2. Quality of CCPO Training is improved through implementing and monitoring Pilot CCPO Training.</p> <p>3. Management system for CCPO Training is developed</p>	<p>2-a) Training Curriculum, materials and M&E tools are developed.</p> <p>2-b) More than 30 CCPO Trainers acquire necessary skills and knowledge to deliver CCPO Training.</p> <p>2-c) More than 240 CCPO participate in Pilot CCPO Training.</p> <p>2-d) More than X(No.)* CCPO complete Pilot CCPO Training.</p> <p>2-e) At least 4 Supervision Workshops are implemented</p> <p>2-f) More than X(No.)* of immediate supervising officers participate in Supervision Workshops.</p> <p>3-a) Budget and Human Resource for CCPO training are arranged regularly.</p> <p>3-b) Training Management Manual is adopted and utilized for CCPO Training.</p>	<p>2-a),b),c),d),e) - Project Report</p> <p>- Training Curriculum, manuals and M&E tools.</p> <p>- Evaluation Result of CCPO Training</p> <p>- Report of survey and in interview with CCPO</p> <p>- M&E Report</p> <p>3-a),b) - Project Report - Training Management Manual</p>	
<p>(Activities)</p> <p>1-1 To assess CCPO Training Needs</p> <p>1-2 To develop “Capability Target” for CCPO</p> <p>2-1 To implement Group Training for CCPO Trainers</p> <p>2-2 To develop CCPO Training Plan</p> <p>2-3 To develop and revise CCPO Training Curriculum and Materials</p> <p>2-4 To develop and revise CCPO Training Monitoring and Evaluation Methodology</p> <p>2-5 To implement pilot CCPO Training by CCPO Trainers</p> <p>2-6 To monitor and evaluate impact of CCPO Training</p> <p>2-7 To implement Supervision Workshops for CCPO Trainers and immediate supervising officers</p> <p>2-8 To implement Sensitization Workshops for immediate supervising officers.</p> <p>3-1 To develop and revise Budget and Human Resource Allocation Plan for CCPO Training</p> <p>3-2 To develop and revise Training Management Manual</p>	<p>(Inputs)</p> <p>Kenyan side:</p> <ol style="list-style-type: none"> Buildings, offices and other facilities necessary for the Project Assignment of a adequate Kenyan counterparts Expenses necessary for the project activities <p>Japanese side:</p> <ol style="list-style-type: none"> Dispatch of 1 (one) long-term expert Dispatch of short-term experts Training of Kenyan counterpart personnel in Japan Provision of training materials and equipment (in small scale) Expenses necessary for the project activities 		

*The numbers to verify the achievement will be set after 1st cycle of CCPO Training.

CCPO: Child Care and Protection Officers--- Officers working with children in needs of care and protection, and children in conflict with the law in Juvenile Justice Agencies.

Pilot CCPO Training: Training consists of module training and supervision

Immediate supervising officers: Heads of JJA’s at institution/district/county level

Capability Target: Essential Knowledge, Skills and Attitudes necessary for Standard CCPO.

Annex-3

List of Experts

	Name	Category	Title	From	To
1	Ms. Mina HASHIBA	Long-term expert	Project Management / Child Care, Protection and Rehabilitation	2010/03/25	2012/10/04
2	Mr. Tetsuya SUGANO	Short-term expert	Institutional Treatment	2009/10/05	2009/12/12
3	Mr. Toru KAWAHARADA	Short-term expert	Juvenile Delinquent Treatment	2009/11/09	2009/12/05
4	Mr. Yuichiro WAKIMOTO	Short-term expert	Institutional Treatment	2010/07/31	2010/09/05
5	Mr. Toru KAWAHARADA	Short-term expert	Juvenile Delinquent Treatment	2010/07/31	2010/09/12
6	Mr. Yuichiro WAKIMOTO	Short-term expert	Institutional Treatment	2011/08/05	2011/09/03
7	Mr. Ryo TSUNODA	Short-term expert	Juvenile Delinquent Treatment	2011/08/12	2011/09/10

Annex-4-1

List of participants in Unafei training in Japan 2000-2011 (CCPO project covers between FY2009 and FY2011)

1	SUM Jacob Kiptuei A.	M	2012/02/12	2012/03/09	OFFICE OF THE VICE PRESIDENT AND MINISTRY OF HOME AFFAIRS	PROBATION AND AFTERCARE SERVICE	District Probation Officer
2	MUTHOKA Justus David	M	2012/02/12	2012/03/09	Gender, Children and Social Development	DEPARTMENT OF CHILDREN'S SERVICES	Ag. Senior Assistant Director
3	NZENGE Philip Ngolya	M	2012/02/12	2012/03/09	Gender, Children and Social Development	FIELD SERVICES	District Children Officer
4	WASIGE Esther	F	2012/02/12	2012/03/09	Gender, Children and Social Development	CHILDREN'S DEPARTMENT	CHIEF CHILDREN'S OFFICER
5	ABOMAH Alfred Bethwel Dieto	M	2012/02/12	2012/03/09	Gender, Children and Social Development	CHILDREN'S SERVICES	District Children Officer
6	KATIKU Francis Kisilu	M	2012/02/12	2012/03/09	Gender, Children and Social Development	DEPARTMENT OF CHILDREN'S SERVICES	Chief Children's Officer
7	WANJALA Denis Wafula	M	2012/02/12	2012/03/09	KENYA POLICE	POLICE HEADQUARTERS	SERGEANT
8	WACHIRA Ronaloino Mocho Washika	M	2012/02/12	2012/03/09	JUDICIARY	JUDICIARY	Senior Resident Magistrate
9	OBELI Aggrey Adagi	M	2012/02/12	2012/03/09	OFFICE OF THE VICE PRESIDENT, MINISTRY OF HOME AFFAIRS	KENYA PRISONS SERVICE	SENIOR SUPERINTENDENT OF PRISONS
10	NYASINGA Susan Nyaboke	F	2012/02/12	2012/03/09	OFFICE OF THE VICE PRESIDENT, MINISTRY OF HOME AFFAIRS	KENYA PRISONS SERVICE	Dep Director of Rehabilitation & Welfare
11	NYONGESA Andrew Kimunguyi	M	2012/02/12	2012/03/09	OFFICE OF THE VICE PRESIDENT AND MINISTRY OF HOME AFFAIRS	PROBATION AND AFTERCARE	Chief Probation Officer
12	JOHN Serah Makaa	F	2012/02/12	2012/03/09	OFFICE OF THE VICE PRESIDENT AND MINISTRY OF HOME AFFAIRS	PROBATION AND AFTERCARE	District Probation Officer
13	NYAGIGO Philip Omollo	M	2012/02/12	2012/03/09	OFFICE OF THE VICE PRESIDENT AND MINISTRY OF HOME AFFAIRS	PROBATION AND AFTERCARE	District Probation Officer
14	OBUTU Beatrice Mbera	F	2012/02/12	2012/03/09	Gender, Children and Social Development	CHILDREN'S DEPARTMENT, FIELD DIVISION	District(Chief) Childrens Officer
15	MAKORI Evans Kiago	M	2011/02/13	2011/03/11	JUDICIARY	MUMIAS LAW COURT	PRINCIPAL MAGISTRATE
16	OCHARO Carolyn Kinini	F	2011/02/13	2011/03/11	JUDICIARY	LAW COURT	SENIOR RESIDENT MAGISTRATE
17	MUREGE Josephine Muthoni	F	2011/02/13	2011/03/11	OFFICE OF THE VICE PRESIDENT & MINISTRY OF HOME AFFAIRS	PROBATION DEPT	CHIEF PROBATION OFFICER
18	GITHAIGA Elizabeth Wanjiku - DECEASED	F	2011/02/13	2011/03/11	OFFICE OF THE VICE PRESIDENT & MINISTRY OF HOME AFFAIRS	PROBATION SERVICE HQ	ASSISTANT DIRECTOR
19	OKECH Clement Matunga	M	2011/02/13	2011/03/11	OFFICE OF THE VICE PRESIDENT & MINISTRY OF HOME AFFAIRS	PROBATION SERVICE HQ	ASSISTANT DIRECTOR
20	ABUKUSE Jason Mmeli	M	2011/02/13	2011/03/11	OFFICE OF THE VICE PRESIDENT & MINISTRY OF HOME AFFAIRS	PROBATION & AFTERCARE SERVICES	CHIEF PROBATION OFFICER
21	KHAEMBA Mary Nekesa	F	2011/02/13	2011/03/11	OFFICE OF THE VICE PRESIDENT & MINISTRY OF HOME AFFAIRS	PRISONS DEPARTMENT - REHABILITATION & WELFARE	DIRECTOR
22	WAFULA Hassan Mukave Farsy	M	2011/02/13	2011/03/11	OFFICE OF THE VICE PRESIDENT & MINISTRY OF HOME AFFAIRS	PRISONS DEPARTMENT	SUPERINTENDENT OF PRISON
23	SANGANYI Noah Mokaya Omambia	M	2011/02/13	2011/03/11	GENDER, CHILDREN AND SOCIAL DEVELOPMENT	DEPARTMENT OF CHILDREN'S SERVICES	SENIOR ASSISTANT DIRECTOR
24	WAICHINGA Anne Wambere	F	2011/02/13	2011/03/11	GENDER, CHILDREN AND SOCIAL DEVELOPMENT	DEPARTMENT OF CHILDREN'S SERVICES	CHIEF CHILDREN OFFICER
25	NYANGENA Martha Kerebi	F	2011/02/13	2011/03/11	GENDER, CHILDREN AND SOCIAL DEVELOPMENT	DEPARTMENT OF CHILDREN'S SERVICES	DISTRICT CHILDREN'S OFFICER
26	THIONGO Anne Wambui	F	2011/02/13	2011/03/11	GENDER, CHILDREN AND SOCIAL DEVELOPMENT	DEPARTMENT OF CHILDREN'S SERVICES	MANAGER - CHIEF CHILDREN OFFICER
27	NAAM Thomas Otieno	M	2011/02/13	2011/03/11	GENDER, CHILDREN AND SOCIAL DEVELOPMENT	DEPARTMENT OF CHILDREN'S SERVICES	CHILDREN OFFICER
28	MBUGUA Evelyn Njeri	F	2011/02/13	2011/03/11	kenya police service	counseling dept	chief inspector psychologist
29	MUKASA Fredrick Masakhwe	M	2011/02/13	2011/03/11	KENYA POLICE SERVICE	DIRECTORATE OF COMMUNITY POLICING, GENDER AND CHILDREN	TRAINER
30	OMONDI Jacynter Achieng	F	2010/02/11	2010/03/12	MINISTRY OF GENDER CHILDREN AND SOCIAL DEVELOPMENT	DEPARTMENT OF CHILDREN'S SERVICES	CHIEF CHILDREN'S OFFICER
31	KIMANI Moses	M	2010/02/11	2010/03/12	MINISTRY OF GENDER CHILDREN AND SOCIAL DEVELOPMENT	DEPARTMENT OF CHILDREN'S SERVICES	CHIEF CHILDREN'S OFFICER
32	MISIKO Rhoda Khevali	F	2010/02/11	2010/03/12	MINISTRY OF GENDER CHILDREN & SOCIAL DEVELOPMENT	DEPARTMENT OF CHILDREN'S SERVICES	CHIEF CHILDREN OFFICER
33	KIRII Jane Wanjiru	F	2010/02/11	2010/03/12	MINISTRY OF HOME AFFAIRS	DEPARTMENT OF PRISONS	OFFICER IN CHARGE
34	IRERI Benson Nyaga	M	2010/02/11	2010/03/12	JUDICIARY	JUDICIARY	RESIDENT MAGISTRATE
35	NGUGI Teresia Njeri	F	2010/02/11	2010/03/12	JUDICIARY	JUDICIARY	PRINCIPAL MAGISTRATE
36	OKECH Matunga Clement	M	2010/02/11	2010/03/12	MINISTRY OF HOME AFFAIRS	PROBATION	ASSISTANT DIRECTOR
37	MUEMA Florence Mueni	F	2010/02/11	2010/03/12	MINISTRY OF HOME AFFAIRS	PROBATION	SENIOR PROBATION OFFICER
38	ADERO Carolyn Atieno	F	2010/02/11	2010/03/12	MINISTRY OF HOME AFFAIRS AND OFFICE OF THE VICE PRESIDENT	PROBATION AND AFTER CARE DEPARTMENT	PROBATION OFFICER (LEGAL OFFICER)
39	ORUUKO Livingstone Amboko	M	2010/02/11	2010/03/12	MINISTRY OF GENDER CHILDREN AND SOCIAL DEVELOPMENT	CHILDREN'S SERVICES	SENIOR EDUCATION COORDINATOR
40	OGOTI Carren Morangi	F	2010/02/11	2010/03/12	MINISTRY OF GENDER CHILDREN & SOCIAL DEVELOPMENT	DEPARTMENT OF CHILDREN'S SERVICES	ASSISTANT DIRECTOR CHILDREN'S SERVICES
41	MUCHEMI Teresia Wangui	F	2010/02/11	2010/03/12	MINISTRY-OFFICE OF THE PRESIDENT	POLICE DEPARTMENT	SUPERINTENDENT OF POLICE
42	ODUOL Jacqueline Adhiambo	F	2008/11/04	2008/11/15	MIN. OF GENDER CHILDREN AND SOCIAL DEVELOPMENT	CHILDREN SERVICES	SECRETARY FOR CHILDREN AFFAIRS
43	OLOO Jerim Odhiambo	M	2008/11/03	2008/11/15	VICE PRESIDENTS OFFICE MIN. OF HOME AFFAIRS	PROBATION AND AFTERCARE SERVICES	DIRECTOR
44	KARANI Titus Mwenda	M	2008/11/04	2008/11/15	KENYA PRISON SERVICE	RENYA PRISONS	DEPUTY COMMISSIONER PRISONS
45	MULI Miriam Ngina	F	2008/11/04	2008/11/15	POLICE DEPT. OFFICE OF THE PRESIDENT	POLICE DEPT.	ASSISTANT COMMISSIONER OF POLICE
46	MOTURI Rose Nekesa	F	2008/11/04	2008/11/28	MINISTRY OF HOME AFFAIRS	PRISONS DEPARTMENT	SENIOR ASSISTANT COMMISSIONER
47	NGENO Samwel Kiplangat	M	2008/11/04	2008/11/28	OFFICE OF THE PRESIDENT	POLICE DEPARTMENT	SENIOR SUPERINTENDENT OF POLICE
48	MUTHOKA Justus David	M	2008/11/04	2008/11/28	MINISTRY OF GENDER CHILDREN AND SOCIAL DEVELOPMENT	CHILDRENS DEPARTMENT	ASSISTANT DIRECTOR
49	MACHAYO June Eddah Minayo	F	2008/11/04	2008/11/28	MINISTRY OF GENDER CHILDREN AND SOCIAL DEVELOPMENT	DEPARTMENT OF CHILDREN'S SERVICES	VOLUNTEER CHILDRENS OFFICER

50	WAICHINGA Anne Wambere	F	2008/11/04	2008/11/28	MINISTRY OF GENDER CHILDREN AND SOCIAL DEVELOPMENT	DEPARTMENT OF CHILDREN SERVICES	CHIEF CHILDREN OFFICER
51	MBAU Mary Wanjiku	F	2008/11/04	2008/11/28	MINISTRY OF HOME AFFAIRS PROBATION DEPARTMENT	PROBATION DEPARTMENT	DEPUTY DIRECTOR
52	RAPANDO David Barasa	M	2008/11/04	2008/11/28	THE JUDICIARY	PLANNING	ACTING PRINCIPAL ECONOMIST
53	CHEPSEBA Mary Goretti Cheruto Tororey	F	2008/11/06	2008/11/28	JUDICIARY	JUDICIAL	SENIOR PRINCIPAL MAGISTRATE
54	MBURU Grace Wanjiru	F	2007/10/10	2007/11/09	HOME AFFAIRS	CHILDREN DEPARTMENT	VOLUNTEER CHILDREN OFFICER
55	KIVUVA Stephen Musomba	M	2007/10/10	2007/11/09	MINISTRY OF HOME AFFAIRS	PROBATION DEPARTMENT	AG PRINCIPAL CHIEF PROBATION OFFICER
56	OMARI Danstan Mogaka	M	2007/10/10	2007/11/09	MINISTRY OF HOME AFFAIRS	CHILDREN'S DEPARTMENT	DISTRICT CHILDREN'S OFFICER
57	SOLOMON Esther Wanjiru	F	2007/10/10	2007/11/09	GOVERNMENTAL	PRISON'S DEPARTMENT	SUPERINTENDENT
58	LETING Paul Kipchumba	M	2007/10/10	2007/11/09	OFFICE OF THE PRESIDENT	POLICE DEPARTMENT	SENIOR SUPERINDEPTENT OF POLICE
59	2007 MUNDI Davelyne Nkonge	M	2007/10/10	2007/11/09	MINISTRY OF HOME AFFAIRS	DEPARTMENT OF CHILDREN SERVICES	MANAGER
60	BASIGWA Margaret Wangui	F	2007/10/10	2007/11/09	OFFICE OF THE VICE PRESIDENT AND MINISTRY OF HOME AFFAIRS	DEPARTMENT OF CHILDREN'S SERVICES	DEPUTY DIRECTOR
61	BAKALA Wambani	M	2007/10/10	2007/11/09	OFFICE OF VICE PRESIDENT MINISTRY OF HOME AFFAIRS	CHILDREN SERVICES	ASSISTANT DIRECTOR
62	MUTHAMA Salome Ndunge	F	2007/10/10	2007/11/09	MINISTRY OF HOME AFFAIRS	CHILDREN'S DEPARTMENT	CHIEF CHILDREN'S OFFICER
63	GITHINJI Stephen Murugu	M	2007/10/10	2007/11/09	GOVERNMENTAL	JUDISICARY	MAGISTRATE
64	IUMA Wilbrodah Awino	F	2007/10/10	2007/11/09	JUDICIARY	JUDICIARY	ACTING CHIEF MAGISTRATE
65	KIBUKU George Gachuhi	M	2006/10/05	2006/11/03	OFFICE OF THE VICE PRESIDENT AND MINISTRY OF HOME AFFAIRS	CHILDREN DEPARTMENT CHILDREN SERVICES	ASSISSTANT DIRECTOR
66	MBUKA Elizabeth Adema	F	2006/10/05	2006/11/03	MINISTRY OF HOME AFFAIRS	CHILDREN'S DEPARTMENT	CHIEF CHILDREN'S OFFICER
67	OKOMO Japheth Otieno	M	2006/10/05	2006/11/03	HOME AFFAIRS	CHILDREN	DISTRICT CHILDREN OFFICER
68	MIAKO John Gichimu	M	2006/10/05	2006/11/03	GETATHRU REHABILITATION SCHOOL, MINISTRY OF HOME AFFAIRS	CHILDREN'S DEPARTMENT	HEAD TEACHER
69	CHEMININGWA Truphenah Chepteek	F	2006/10/05	2006/11/03	MINISTRY OF HOME AFFAIRS KRIGIT REHAB SCHOOL	CHILDREN DEPT	MANAGER
70	MOHAMED Hadi Sheikh	M	2006/10/05	2006/11/03	MIN. OF HOME AFFAIRS	CHILDREN'S SERVICES	SENIOR CHILDREN OFFICER
71	MOGERE Charles Mageka	M	2006/10/05	2006/11/03	MIN. OF HOME AFFAIRS	DEPT. OF CHILDREN'S SERVICES	MANAGER CHILDREN'S REMAND
72	WAMAI Henry Muthui	M	2006/10/05	2006/11/03	MIN. OF HOME AFFAIRS	CHILDRENS DEPT.	VOLUNTEER CHILDREN OFFICER
73	2006 NGATIA Lydia Nyokabi	F	2006/10/05	2006/11/03	MIN. OF HOME AFFIARS	PROBATION SERVICE	DISTRICT PROBATION OFFICER
74	KIMONDOLO Cosmas Ndambuki	M	2006/10/05	2006/11/03	MIN. OF HOME AFFAIRS	PROBATION SERVICE	MANAGER
75	WEKULO Teresa Mumbua Matheka	F	2006/10/05	2006/11/03	JUDICIARY	CHILDRENS COURT NAKURU	SENIOR RESIDENT MAGISTRATE
76	RAGOT Judith Elizabeth	F	2006/10/05	2006/11/03	JUDICIARY	NAIROBI LHILDRENS COURT	SENIOR RESIDENT NAGISTRATE
77	KOSHAL Billy Parseen	M	2006/10/05	2006/11/03	MIN. OF HOME AFFAIRS	PRISONS	SUPT IN CHARGE
78	LUNGATSO Beverline Ilego	F	2006/10/05	2006/11/03	MIN. OF HOME AFFAIRS	PRISONS	OFFICER IN CHARGE
79	MOHAMED Halima Abdi	F	2006/10/05	2006/11/03	KENYA POLICE	OFFICE OF THE PRESIDENT	OFFICER IN CHARGE POLICE STATION
80	MAINA Grace Muchiru	F	2006/10/05	2006/11/03	KENYA POLICE	OFFICE OF THE PRESIDENT	CHIF INSPECTOR OF POLICE
81	Rhoda Akinyi ANYIM	F	2005/10/11	2005/11/12	Ministry of Home Affairs	Kenya Prisons Service	Officer In Charge
82	Eliud Festus MUTWIRI	M	2005/10/11	2005/11/12	Ministry of Home Affairs	Children's Department	Provincial Children's Officer
83	Peterson NDWIGA	M	2005/10/11	2005/11/12	Ministry of Home Affairs	Children's Department	Manager
84	Joseph Sila MULINGE	M	2005/10/11	2005/11/12	Ministry of Home Affairs	Children's Department	Manager
85	Caroline Chepkemoi TOWETT	F	2005/10/11	2005/11/12	Ministry of Home Affairs	Children's Department	Manager Nairobi Children Remand
86	Loise Mugure GIKUHI	F	2005/10/11	2005/11/12	Office of the Vice President Ministry of Home	Children's Department	District Children's Officer, Embu
87	Noah Mokaya Omambia SANGANYI	M	2005/10/11	2005/11/12	Ministry of Home Affairs	Department of Childrens Services	Assistant Director Children Service
88	Johnstone Cheruiyot KOECH	M	2005/10/11	2005/11/12	Ministry of Home Affairs	Probation	Senior Probation Officer
89	Teresia Achieng OLOO	F	2005/10/11	2005/11/12	Ministry of Home Affairs and National Heritage	Probation and After Care Services	District Probation Officer
90	Angus Masoro KIMEGA	M	2005/10/11	2005/11/12	Kenya Prisons Service	Administration	Superintendent in Charge
91	Beatrice Nthiori THURANIRA	F	2005/10/11	2005/11/12	Judiciary	Mombasa Law Courts	Children's Court Magistrate
92	Walter Ndolo NYARIMA	M	2005/10/11	2005/11/12	Judiciary	Busia Law Court	Ag Principal Magistrate
93	Joseph Kipsang KIGET	M	2005/10/11	2005/11/12	Kenya Police Department	Police Headquarters Training Department	Officer Commanding Police Division
94	Lilian Gloria OKEMBO	F	2005/10/11	2005/11/12	Kenya Police Department	Kenya Police College	Training Officer Faculty Head
95	Bibiana Robayi Khamete ANDABWA	F	2005/10/11	2005/11/12	Office of the Vice President Ministry of Home Affairs	Children's Department	Volunteer Children's Officer
96	Kenneth Mbiti MVURYA	M	2005/10/17	2005/11/12	Ministry of Home Affairs Department of Children's Services	Children Services Lamu District	Children's Officer I
97	Christopher KAGO	M	2004/10/05	2004/11/07	GOVERNMENTAL	KENYA POLICE	SENIOR SUPERINTENDENTS OF POLICE
98	MBOROKI Zipporan Gatiria	F	2004/10/05	2004/11/07	GOVERNMENTAL	KENYA POLICE COLLEGE KIGANJO	INSPECTOR
99	Margaret Agutu MLANGA	F	2004/10/05	2004/11/07	GOVERNMENTAL JUBIEINRY	NAIROBI CHILDREN COART	SENIOR RESIDENT MAGISTRATE

100	Winfridah Boyani MOKAYAH	F	2004/10/05	2004/11/07	JUDICIART GOVERNMENT	KISUMU LAW COURT	SENIOR RESIDENT MAGISTRATE
101	George Njuguna NJANE	M	2004/10/05	2004/11/07	MINISTRY OF HOME AFFAIRS PROBATION AND AFTERCARE	NAIROBI PROBATION HOSTEL	MANAGER
102	Hellen Akinyi AJWALAH	F	2004/10/05	2004/11/07	MINISTRY OF HOME AFFAIRS	PROBATION AND AFTERCARE SERVICES	PROBATION OFFICER
103	Andrew Okoth OJAL	M	2004/10/05	2004/11/07	MINISTRY OF HOME AFFAIRS	PRISONS DEPARTMENT	SUPERITENDENT IN CHARGE
104	Bison Khadiagala MADEGWA	M	2004/10/05	2004/11/07	MINISTRY OF HOME AFFAIRS	KENYA PRISONS	OFFICER IN CHARGE KAMITI YCTC
105	Mwasiwa Juma BOGA	M	2004/10/05	2004/11/07	MINISTRY OF HOME AFFAIRS	CHILDREN'S DEPARTMENT	CHILDREN'S OFFICER 1
106	Daniel Nzei MUSEMBI	M	2004/10/05	2004/11/07	MINISTRY OF HOME AFFAIRS	CHILDREN DEPARTMENT	MANAGER
107	Josephine Kemunto OGUYE	F	2004/10/05	2004/11/07	MINISTRY OF HOME AFFAIRS AND NATIONAL HERITAGE	CHILDREN	CHIEF CHILDREN OFFICER
108	Kellen Thumuni KARANU	F	2004/10/05	2004/11/07	MINISTRY OF HOME AFFAIRS	CHILDREN'S DEPARTMENT	ASSISTANT DIRECTOR CHILDREN'S
109	Alice Katila BARASA	F	2004/10/05	2004/11/07	MINISTRY OF HOME AFFAIRS GOVERNMENTAL DISTRICT	DIRECTOR OF CHILDREN'S SERVICES DEPARTMENT	DISTRICT CHILDREN'S OFFICER
110	Jemin Otieno ONYANGO	M	2004/10/05	2004/11/07	CHILDREN'S DEPARTMENT-MINISTRY OF HOME AFFAIRS KENYA	CHILDREN'S DEPARTMENT	DISTRICT CHILDREN'S OFFICER
111	Livingstone A. ORUUKO	M	2004/10/05	2004/11/07	GOVERNMENT	CHILDREN'S	EDUCATION CO-ORDINATOR
112	Yahuma OKOKO P.N.	M	2004/10/05	2004/11/07	OTHER	YALA CHILD RIEHT	VCO
113	Ahmed Hussein AHMED	M	2003/10/28	2003/11/30	MINISTRY OF HOME AFFAIRS	CHILDREN'S DEPARTMENT	DEPUTY DIRECTOR
114	Iacinta Chemweno MURGOR	F	2003/10/28	2003/11/30	MINISTRY OF HOME AFFAIRS	DEPARTMENT OF CHILDREN'S SERVICES	CHIEF CHILDRENS OFFICER
115	Carren Morangi OGOTI	F	2003/10/28	2003/11/30	GOVERNMENTAL MINISTRY OF HOME AFFAIRS AND NATIONAL HERITAGE	CHILDREN'S DEPARTMENT	MANAGER OF KIRIGITI GIRLS SCHC
116	Judy Tuda ODUOR	F	2003/10/28	2003/11/30	GOVERNMENTAL MINISTRY OF HOME AFFIARS	CHILDREN'S SERVICES	DISTRICT CHILDRENS OFFICER
117	Eliab Musembi MULILI	M	2003/10/28	2003/11/30	OFFICE OF THE VICE PRESIDENT AND MINISTRY OF HOME AFFAIRS	CHILDREN'S DEPARTMENT	CHILDREN'S OFFICER
118	Ibrahim George MILUMU	M	2003/10/28	2003/11/30	WAMUMU REHABILITATION SCHOOL	CHILDREN SERVICES	MANAGER
119	Onyango Tobias ODERA	M	2003/10/28	2003/11/30	DAGORETT REHABILITATION SCHOOL	CHILDREN'S DEPARTMENT	MANAGER
120	Sophia BARONGO	F	2003/10/28	2003/11/30	NGANDO PREPARATORY SCHOOL/ DAGORETTI DIVISION	SCHOOL/ CHILDREN	MANAGER/ VOLUNTEER CHILDREN
121	Asenath Nyaboke ONGERI	F	2003/10/28	2003/11/30	GOVERNMENT OF KENYA	JUDICIARY	SENIOR RESIDENT MAGISTRATE
122	Alfred Omweri ONDIEKI	M	2003/10/28	2003/11/30	KENYA POLICE	KISUMU POLICE STATION NYANZA PROVINCE	POLICE INSPECTOR
123	NGUTHA Stanley Waweru	M	2002/10/22	2002/11/23	GETATHURU REHABILITATION SCHOL	CHILDREN'S DEPT.	MANAGER
124	NZIOKA Wambua	M	2002/10/22	2002/11/23	MINISTRY OF HOME AFFAIRS	CHILDREN'S DEPT.	SENIOR EDUCATION OFFICER
125	ONDOGO Charles Okemwa	M	2002/10/22	2002/11/23	MINISTRY OF HOME AFFAIRS	CHILDREN'S DEPT.	SENIOR CHILDREN'S OFFICER
126	MORIASI Denis Nyambogo	M	2002/10/22	2002/11/23	MINISTRY OF HOME AFFAIRS	CHILDREN'S DEPT.	CHILDREN OFFICER ONE
127	LITALI Aggrey Shigunzi	M	2002/10/22	2002/11/23	MINISTRY OF HOME AFFAIRS	CHILDREN'S DEPT.	MANAGER
128	MAILU Charity Kathini	F	2002/10/22	2002/11/23	HOME AFFAIRS MINISTRY	CHILDREN'S DEPT.	CHILDREN OFFICER I
129	ABDI Hussein Abdirizak	M	2002/10/22	2002/11/23	MINISTRY OF HOME AFFAIRS HERITAGE AND SPORTS	CHILDREN'S DEPT.	CHIEF CHILDREN OFFICER
130	KITILI Jane Nzisa	F	2002/10/22	2002/11/23	MINISTRY OF HOME AFFAIRS	CHILDREN'S DEPT.	SENIOR CHILDREN'S OFFICER
131	BALA Rose Awuor	F	2002/10/22	2002/11/23	MINISTRY OF HOME AFFAIRS	CHILDREN'S DEPT.	ASSIST. DIR. CHILDREN'S SERVICES
132	Margaret Wakasa BUYELA	F	2001/10/29	2001/12/02	CHILDRENS DEPARTMENT HEADQUARTER MINISTRY OF HOME	CHILDRENS DEPARTMENT	DEPUTY DIRECTOR OF CHILDRENS
133	Loice CHEPTOO	F	2001/10/29	2001/12/02	CHILDREN'S DEPARTMENT FIELD SERVICE	CHILDREN'S DEPARTMENT	DISTRICT CHILDREN'S OFFICER
134	Julius Kemboi YATOR	M	2001/10/29	2001/12/02	THIKA APPROVED SCHOOL	CHILDREN'S DEPARTMENT	MANAGER
135	Abdi Sheikh YUSUF	M	2001/10/29	2001/12/02	PROVINCIAL CHILDREN'S OFFICE NORTH EASTERN PROVINCE	CHILDREN'S DEPARTMENT	PROVINCIAL CHILDREN'S OFFICER
136	Rhoda Kanini MUISYO	F	2001/10/29	2001/12/02	NAIROBI JUVENILE REMAND HOME	CHILDREN'S DEPARTMENT	OFFICER IN CHARGE
137	Francis Aloyce Ontango OBARE	M	2001/10/29	2001/12/02	KISUMU JUVENILE REMAND HOME	CHILDREN'S DEPARTMENT	OFFICER IN CHARTE
138	Judy Njoki NDUNGU	F	2001/10/29	2001/12/02	MINISTRY OF HOME AFFAIRS	CHILDREN'S	CHILEF CHILDREN'S OFFICER
139	Charles Mwiti MBENGI	M	2001/10/29	2001/12/02	MINISTRY OF HOME AFFAIRS	CHILDREN'S	MANAGER
140	Philip Khisa WAPOPA	M	2001/10/29	2001/12/02	MINISTRY OF HOME AFFAIRS	CHILDREN'S SERVICES	MANAGER
141	Charles O. OGOLLA	M	2000/09/25	2000/10/26	UNDUGU SOCIETY OF KENYA	TRAINING AND EDUCATION DEPARTMENT	TRAINING OFFICER
142	Genevieve IMBAYI	F	2000/09/25	2000/10/26	OFFICE OF THE VICE PRESIDENT MINISTRY OF HOME AFFAIRS	CHILDREN'S DEPARTMENT	CHILDREN'S OFFICER
143	Catherine W. MAINA	F	2000/09/25	2000/10/26	OFFICE OF THE VICE PRESIDENT MINISTRY OF HOME AFFAIRS	CHILDREN'S DEPARTMENT	CHILDREN'S OFFICER
144	Julius A. MORUMBI Ngoko	M	2000/09/25	2000/10/26	MINISTRY OF HOME AFFAIERS, HERITAGE AND SPORTS	CHILDREN'S DEPARTMENT	CHILDREN'S OFFICER
145	Patrick W. NAKASANA	M	2000/09/25	2000/10/26	KABETE APPROVED SCHOOL	CHILDRENS	HEADTEACHER
146	Elizabeth N. WAINANA	F	2000/09/25	2000/10/26	GETATHURU APPROVED SCHOOL	CHILDREN'S	SEMIOR HOUSEMISTRESS
147	Anthony L. MNGOLIA	M	2000/09/25	2000/10/26	OFFICE OF VICE PRESIDENT MINISTRY OF HOME AFFAIRS HERITAGE AND	DEPARTMENT OF CHILDREN'S SERVICES	CHILDREN'S OFFICER
148	Ruth K. OTWORI	F	2000/09/25	2000/10/26	MINISTRY OF HOME AFFAIRS HERITAGE AND SPORT	CHILDRENS DEPARTMENT	CHILDRENS OFFICER
149	Thomas Otieno NAAM	M	2000/09/28	2000/10/26	MINISTRY OF HOME AFFAIRS NATURAL HERITAGE AND SPORTS	CHILDREN'S DEPARTMENT	OFFICE IN CHARGE

Annex-4-2

Information on Visit to United Nations African Institute for the Prevention of Crime and the Treatment of Offenders(UNAFRI); Kampala, Uganda

Having acquired the information on the institution mentioned above during the international conference on Special Needs Offender in October 2011, the short visit was made by the implementation team of CCPO Project to seek for the possibility to collaborate with UNAFRI so as to obtain the more sustainable and accessible resource for the area of Juvenile Justice matters.

- Schedule
Date: 18th to 21st December, 2011
- Participants from JICA
 1. Everson Njenga (JICA)
 2. Mina Hashiba (JICA)
- Participants from DCS
 1. Carren Ogoti (NIT Secretariat)
 2. Anne Waichinga (NIT Secretariat)
 3. Moses Kimani (NIT Secretariat)
 4. Carolynne Towett (NIT/ Manager of NCRH)
- Programme:
 - 18 December
Arriving in Kampala
 - 19 December (Morning) UNAFRI
Briefing on UNAFRI
Briefing on CCPO Project
 - 19 December (Afternoon)
Government officials- Ministry of Gender, Labour & Social Development
 - 20 December
Visits to (two) Children Institutions (one in Kampala and another outside Kampala)
 - 21 December
Back to Nairobi, Kenya

All the cost for the trip will be met by JICA, according to its own rates of JICA.

Annex-4-3

Information on Participation of 2nd International Conference in Africa on Child Sexual Abuse; Accra, Ghana

Having acquired the information on the International Conference mentioned above, it is proposed some members of NIT of CCPO Project attend this conference, obtain the relevant information on the practice of care of sexually abused children to reflect it into CCPO Training Materials.

- Objectives of the participation
 1. To obtain the relevant information on skills and techniques on how to deal with Children who need in care and protection, especially sexually abused children.
 2. To reflect the information into CCPO Training Materials.

- Conference details are as follows

Date: 12th to 14th March, 2012 (Travelling on 11th and 15th March, 2012)

Organizer: African Movement for the Prevention of Child Abuse and Neglect (AMPCAN), Ghana

Venue: La Palm Royal Beach Hotel, Accra, Ghana

- Participants from JICA

1. Mina Hashiba (JICA)

- Participants from NIT

1. Rhoda Misiko (Support Network) – DCS
2. Florence Mueni (Case Management/ Trauma Based CBT) – Probation
3. Mary Khameba (General Cancelling skills/ CBT Application) – Prisons

All the cost for the trip will be met by JICA, according to its own rates of JICA.

Annex-5

List of equipment provided by the project

No. and items	specification
1 Projector	TOSHIBA TDP-T45
1 Projector Screen	.
5 Laptop Computer	HPProBook4310s
1 Project Vehicle	Nissan Patrol
1 Printer	HP ColorLaserJet 5550DTN
1 Photo Copier	KYOCERA MFP KM 5050 Document Processor
1 Video Camera	SONY Handy Cam (Mini DV Tape)
1 Photo Copier	KYOCERA MFP KM 5050
1 Projector	
1 Photo Copier	KYOCERA MITA KM2560
1 Video Camera	SONY Handy Cam (HDD)
2 laptop Computer	HP Elite Book

Beside the above, reference books have been provided as well.

Operational Costs: CCPO Project JICA Side Contribution

Annex-6

	2010	2011	2012 (Month of April Only)	TOTAL (Ksh.)
CCPO Office Running Cost	1,948,742	2,634,375	154,151	4,737,268
Traveling/ Workshop & Training Venue	3,677,258	3,929,625	159,600	7,766,483
Fee for External Consultant	592,000	862,000	-	1,454,000
TOTAL (Ksh.)	6,218,000	7,426,000	313,751	13,957,751

Annex-7-1

List of Counterpart Personnel (NIT)

S/NO	Name	Designation	JJAs	Roles in NIT	Transfer
1	Ahmed Hussein	Director of Children Services	DCS	Chair	
2	Teresia Ngugi	Senior Principal Magistrate	Judiciary		Transferred within Nairobi
3	Teresia Matheka	Senior Principal Magistrate	Judiciary	Chair of Thematic Group1	Transferred to Nairobi from Nyahururu in Jan 2012
4	Judith Ragot	Registrar of High Court	Judiciary		Transferred from Nairobi to Machakos and back in Nairobi in Apr 2012
5	Benson Ireri	Senior Resident Magistrate	Judiciary		Transferred to Western from Nairobi in Feb or Mar 2012
6	Evans Makori	Principal Magistrate	Judiciary		Transferred from Western to Nyeri in Mar 2012
7	Carolynn Ocharo	Principal Magistrate	Judiciary		
8	Salome Muthama	Senior Principal Children Officer	DCS		
9	Livingstone Oruuko	Approved Teacher I	DCS	Chair of Thematic Group3 Secretariat	
10	Thomas Otieno	Senior House Master	DCS	Secretary of Thematic Group3	Transferred to Kisumu in April 2012
11	Caroline Towett	Chief Children Officer	DCS		
12	Anne Waichinga	Principal Children Officer	DCS	Secretariat	
13	Caren Ogoti	Assistant Director	DCS	Head of Secretariat	

S/NO	Name	Designation	JJAs	Roles in NIT	Transfer
14	Catherine Maina	Assistant Director	DCS		AU in Addis Abeba since January 2012
15	Tobias Onyago	Chief Children Officer	DCS		
16	Anne Thiong'o	Chief Children Officer	DCS	Secretary of Thematic Group5	
17	Rhoda Misiko	Chief Children Officer	DCS	Chair of Thematic Group4	
18	Jacinter Omondi	Principal Children Officer	DCS	Secretary of Thematic Group4	
19	Martha Omwoyo	Chief Children Officer	DCS		
20	Moses Kimani	Chief Children Officer	DCS	Chair of Thematic Group5 Secretariat	
21	Serah John	Chief Probation Officer	Probation		
22	Jason Abukuse	Chief Probation Officer	Probation		
23	Caroline Otieno	Chief Probation Officer	Probation	Secretary of Thematic Group1	
24	Christine Obondi	Senior Assitant Director	Probation		
25	Clement Oketch	Assistant Director	Probation	Chair of Thematic Group2	
26	Florence Mueni	Chief Probation Officer	Probation	Secretary of Thematic Group2 Secretariat	
27	Josphine Murege	Principal Probation Officer	probation	Secretariat	

S/NO	Name	Designation	JJAs	Roles in NIT	Transfer
28	Terry Muchemi	Superintendent of Police	Police		
29	Joshua Arende	Chief Inspector	police		Transferred to JK International Airport in Nov 2010, then Kikuyu Police Station in October 2011.
30	Evelyn Mbugua	Superintendent of Police	police		
31	Fredrick Mukasa	Chief Inspector	police		
32	Mary Khaemba	Director offender Correction, Rehabilitation and	prisons		
33	Jane Kirii	Senior Superintendent of Prisons	prisons		transferred to Shikusa Borstal Institution from Nov 2011
34	Hassan Wafula	Senior Superintendent of Prisons	prisons		transferred to Kisumu 2010. then to Kericho in 2011.

Annex-7-2

List of Counterpart Personnel: Joint Coordinating Committee				
S/NO	Name	JJAs	Designation	Membership
1	Dr. James W. Nyikal	Ministry of Gender, Children and Social Development	Permanent Secretary	JCC
2	Dr. Ludeki Chweya	Office of the Vice President Ministry of Home Affairs	Permanent Secretary	JCC
3	Hon. Mrs. Gladys Boss Shollei	Judiciary	The Chief Registrar	JCC
4	Mr. Mutea Iringo	Ministry of State for Provincial Administration and Internal Security	Permanent Secretary	JCC
List of Counterpart Personnel: Steering Committee				
S/NO	Name	JJAs	Designation	Membership
1	Prof. Jacqueline A. Oduol	Ministry of Gender, Children and Social Development	Secretary of Children Affairs	SC
2	Mr. Jerim Oloo	Probation and Aftercare Service	Director	SC
3	Mr. Mathew Iteere	Police	The Commissioner of Police	SC
4	Mr. Isaiah Osugo	Prisons	The Commissioner of Prisons	SC
5	Hon. Judge Kariuki	Judiciary	Director of JTI	SC

CCPO Project-Juvenile Justice Agencies Contribution to the Project

Period: Oct 2009 to Apr 2012

Name of JJA: Department of Children's Services

Fill in the amount the department contributed.

Month/ Year Month	Activities/Expense	Purpose of Activities	Venue/accommodation for participants	Per diem for NIT	Retreat/Facilitators Allowance for Participants	Lunch for activities in Nairobi	Transportation for NIT (GK Vehicle, Fuel, and Driver)	Transportation for CCPO Trainees	CCPO Transit Peridium	TOTAL AMOUNT
11-09	NIT Retreat Naromoro1	Curriculum setting	JICA		130,000.00		20,000.00			150,000.00
2-10	UNAFEI Training	Developing Manual	-	686,700.00						686,700.00
5-10	NIT Retreat Naromoro2	Developing Manual	JICA		100,000.00		20,000.00			120,000.00
5-10	Editing Sub-committee meeting	Editing Manual	Probation Board Room							-
6-10	TOT Sub-committee meeting	TOT Programme Setting	Probation Board Room							-
8-10	TOT for NIT Members	Training for NIT for pedagogy	JICA							-
8-10	Supervision Workshop	Supervision method setting	JICA							-
9-10	CCPO Training Module I	CCPO Pilot Training	1,300,000.00		360,000.00			120,000.00		1,780,000.00
10-10	CCPO Training Review Workshop in Nanyuki	Review and evaluating CCPO Training	JICA		100,000.00		20,000.00			120,000.00
Nov-Dec-10	Supervision of Praticum Session I	Supervision Visit by NIT		230,450.00		42,750.00	53,000.00			326,200.00
12-10	Retreat Nakuru for CCPO Training Materials	Revise of CCPO Training Modules/ TOT for facilitators of Module II	JICA		100,000.00		20,000.00			120,000.00
1-11	CCPO Training Module II	CCPO Pilot Training	754,000.00	202,000.00	136,000.00		13,000.00	45,000.00	7,000.00	1,157,000.00
2-11	UNAFEI Training	NIT TOT		625,000.00						625,000.00
5-11	NIT Retreat in Soi	Review and evaluating CCPO Training & Revise the material	JICA	14,000.00	100,000.00		20,000.00			134,000.00
6-11	Supervision of Praticum Session II	Supervision Visit by NIT		139,500.00		42,750.00	25,000.00			207,250.00

Month/ Year Month	Activities/Expense	Purpose of Activities	Venue/accommodation for participants	Per diem for NIT	Retreat/Facilitators Allowance for Participants	Lunch for activities in Nairobi	Transportation for NIT (GK Vehicle, Fuel, and Driver)	Transportation for CCPO Trainees	CCPO Transit Perdiem	TOTAL AMOUNT
7-11	Stakeholders Workshop in Nairobi Safari Club Hotel	Workshop for stakeholders from NGOs and other relevant Ministries	JICA							-
8-11	CCPO Training Module III	CCPO Pilot Training	1,987,950.0	373,500.00	62,000.00			101,400.00		2,524,850.00
11-11	NIT Workshop in Soi II	Unit Rearrangement	JICA							-
1-12	NIT Workshop for Supervision Guideline Setting in Nakuru	Supervision guideline Setting for CCPO Group2	JICA							-
1-12	CCPO Training Module I for Group1	CCPO Pilot Training	JICA	223,500.00				54,000.00	7,000.00	284,500.00
2-12	UNAFEI Training	Training of representatives of immediate supervisors		778,260.00						778,260.00
Feb-Mar-12	Supervision of Praticum Session III	Supervision Visit by NIT		JICA			JICA			-
4-12	CCPO Graduation for Group1	Graduation Ceremony	JICA					23,400.00		23,400.00
	Total		4,041,950.00	3,272,910.00	1,088,000.00	85,500.00	191,000.00	343,800.00	14,000.00	9,037,160.00

CCPO Project-Juvenile Justice Agencies Contribution to the Project

Period: Oct 2009 to Apr 2012

Name of JJA: Probation and Aftercare Services

Fill in the amount the department contributed.

Month/ Year Month	Activities/Expense	Purpose of Activities	Venue/accommoda tion for participants	Per diem for NIT	Retreat/Facilitators Allowance for Participants	Lunch for activities in Nairobi	Transportation for NIT (GK Vehicle, Fuel, and Driver)	Transportation for CCPO Trainees	CCPO Transit Perdium	TOTAL AMOUNT
11-09	NIT Retreat Naromoro1	Curriculum setting	JICA		60,000.00					60,000.00
2-10	UNAFEI Training	Developing Manual	-	723,606.00						723,606.00
5-10	NIT Retreat Naromoro2	Developing Manual	JICA		50,000.00					50,000.00
5-10	Editing Sub-committee meeting	Editing Manual	Probation Board Room							-
6-10	TOT Sub-committee meeting	TOT Programme Setting	Probation Board Room							-
8-10	TOT for NIT Members	Training for NIT for pedagogy	JICA							-
8-10	Supervision Workshop	Supervision method setting	JICA							-
9-10	CCPO Training Module I	CCPO Pilot Training		62,500.00	4,000.00			13,000.00		79,500.00
10-10	CCPO Training Review Workshop in Nanyuki	Review and evaluating CCPO Training	JICA		16,500.00					16,500.00
Nov-Dec-10	Supervision of Praticum Session I	Supervision Visit by NIT								-
12-10	Retreat Nakuru for CCPO Training Materials	Revise of CCPO Training Modules/ TOT for facilitators of Module II	JICA							-
1-11	CCPO Training Module II	CCPO Pilot Training		74,500.00	10,000.00			17,250.00		101,750.00
2-11	UNAFEI Training	NIT TOT		803,220.00						803,220.00

Month/ Year Month	Activities/Expense	Purpose of Activities	Venue/accommoda tion for participants	Per diem for NIT	Retreat/Facilitators Allowance for Participants	Lunch for activities in Nairobi	Transportation for NIT (GK Vehicle, Fuel, and Driver)	Transportation for CCPO Trainees	CCPO Transit Perdium	TOTAL AMOUNT
5-11	NIT Retreat in Soi	Review and evaluating CCPO Training & Revise the material	JICA							-
6-11	Supervision of Praticum Session II	Supervision Visit by NIT								-
7-11	Stakeholders Workshop in Nairobi Safari Club Hotel	Workshop for stakeholders from NGOs and other relevant Ministries	JICA							-
8-11	CCPO Training Module III	CCPO Pilot Training		56,000.00	8,000.00			25,500.00		89,500.00
11-11	NIT Workshop in Soi II	Unit Rearrangement	JICA							-
1-12	NIT Workshop for Supervision Guideline Setting in Nakuru	Supervision guideline Setting for CCPO Group2	JICA							-
1-12	CCPO Training Module I for Group1	CCPO Pilot Training	JICA	55,500.00	13,400.00			15,600.00		84,500.00
2-12	UNAFEI Training	Training of representatives of immediate supervisors		549,833.00						549,833.00
Feb-Mar- 12	Supervision of Praticum Session III	Supervision Visit by NIT		JICA			JICA			-
4-12	CCPO Graduation for Group1	Graduation Ceremony	JICA					13,000.00		13,000.00
	Total		-					-		2,571,409.00

CCPO Project-Juvenile Justice Agencies Contribution to the Project

Period: Oct 2009 to Apr 2012

Name of JJA: Police

Fill in *the amount* the department contributed.

Year Month	Activities/Expense	Purpose of Activities	The venue/accommodation for participants	Per diem for NIT	Retreat/Facilitators Allowance for Participants	Lunch for activities in Nairobi	Transportation for NIT (GK Vehicle, Fuel, and Driver)	Transportation for CCPO Trainees	CCPO Transit Perdiem	TOTAL AMOUNT
11-09	NIT Retreat Naromoro1	Curriculum setting	JICA	76,000.00					45,000.00	121,000.00
2-10	UNAFEI Training	Developing Manual	-							-
5-10	NIT Retreat Naromoro2	Developing Manual	JICA							-
5-10	Editing Sub-committee meeting	Editing Manual	Probation Board Room							-
6-10	TOT Sub-committee meeting	TOT Programme Setting	Probation Board Room							-
8-10	TOT for NIT Members	Training for NIT for pedagogy	JICA							-
8-10	Supervision Workshop	Supervision method setting	JICA							-
9-10	CCPO Training Module I	CCPO Pilot Training								-
10-10	CCPO Training Review Workshop in Nanyuki	Review and evaluating CCPO Training	JICA							-
Nov-Dec-10	Supervision of Praticum Session I	Supervision Visit by NIT								-
12-10	Retreat Nakuru for CCPO Training Materials	Revise of CCPO Training Modules/ TOT for facilitators of Module II	JICA							-
1-11	CCPO Training Module II	CCPO Pilot Training								-
2-11	UNAFEI Training	NIT TOT								-

CCPO Project-Juvenile Justice Agencies Contribution to the Project

Period: Oct 2009 to Apr 2012

Name of JJA: Prisons

Fill in the amount the department contributed.

Year Month	Activities/Expense	Purpose of Activities	The venue/accommodation for participants	Per diem for NIT	Retreat/Facilitators Allowance for Participants	Lunch for activities in Nairobi	Transportation for NIT (GK Vehicle, Fuel, and Driver)	Transportation for CCPO Trainees	CCPO Transit Per diem	TOTAL AMOUNT
11-09	NIT Retreat Naromoro1	Curriculum setting	JICA	48,000.00	18,000.00		10,000.00			76,000.00
2-10	UNAFEI Training	Developing Manual	-	400000						400,000.00
5-10	NIT Retreat Naromoro2	Developing Manual	JICA		18000		10000			28,000.00
5-10	Editing Sub-committee meeting	Editing Manual	Probation Board Room			1500				1,500.00
6-10	TOT Sub-committee meeting	TOT Programme Setting	Probation Board Room			1500				1,500.00
8-10	TOT for NIT Members	Training for NIT for pedagogy	JICA				4000			4,000.00
8-10	Supervision Workshop	Supervision method setting	JICA							-
9-10	CCPO Training Module I	CCPO Pilot Training		24000	12000		6000	25800	12000	79,800.00
10-10	CCPO Training Review Workshop in Nanyuki	Review and evaluating CCPO Training	JICA		18000		4000			22,000.00
Nov-Dec-10	Supervision of Practicum Session I	Supervision Visit by NIT		27000			20000			47,000.00
12-10	Retreat Nakuru for CCPO Training Materials	Revise of CCPO Training Modules/ TOT for facilitators of Module II	JICA	13500						13,500.00
1-11	CCPO Training Module II	CCPO Pilot Training		18000	12000		10000			40,000.00
2-11	UNAFEI Training	NIT TOT		500000						500,000.00
5-11	NIT Retreat in Soi	Review and evaluating CCPO Training & Revise the material	JICA		12000					12,000.00

CCPO Capabilities (Nov.1 version)

【Care and Protection of Children on the Street】**Guidance:**

1. Conducting emergency intervention;
 - (A) Coping with children or parents who are upset, distracted, aggressive or challenging toward you;
 - ① Non-violent crises intervention;
 - ② Conflict resolution;
 - ③ Active listening;
 - ④ Responding skills (showing and sharing understanding);
 - ⑤ Negotiating skills;
 - (B) Emotion control (of CCPO) when children show impolite, aggressive, defiant or oppositional attitudes;
 - ① Relaxations and other self-care/stress management skills;
 - ② Not making hasty decisions;
 - ③ Improve your skills through consultation, supervision or feedback from proper supervisors;
 - (C) Dealing with traumas of children – political conflicts, riots, natural disasters, deaths of parents/guardians, separation from parents/guardians, et al.;
 - (D) Dealing with trafficking cases;
 - (E) Family counselling/Parenting;
 - ① Dealing with family crises (parent-child conflicts, selfish thoughts of parent and child);
 - ② Methods for reconciliation;
2. Psycho-social area;
 - (A) Understanding psychology of children and youth (developmental psychology, typical characteristics of adolescent period) – challenging adults or social authorities is a healthy development process of adolescent;
 - (B) Roles and influences of peers (positive/negative)
 - (C) Understanding psychology of criminal conducts;
 - ① Distorted cognition, behaviour pattern and attitude;
 - ② Typical characteristics of offenders (impulsive, aggressive, selfish, et al.)
 - (D) Problem solving (Clarification of problem areas / Brainstorming of solutions / Decision making of solutions / Plan – do – see (practicing solutions, evaluating results and re-design solutions)), Social learning theory (children learn criminal behaviour from their models), ;
 - (E) Understanding psychology of difficult children (such as those suffering from personality disorders, conduct disorders, developmental disorders, etc.);
 - (F) Parenting knowledge;

3. Teaching life skills;
 - (A) Self-confident, self-esteem, self respect, self-awareness, healthy peer relationship, survival/independent life;
 - (B) How to avoid victimization;
 - (C) Reducing vulnerability;
 - (D) Where children can get help properly;
 - (E) Mental care for victimized children;
 - (F) Showing models to live a healthy and law abiding live

Support network:

1. Coordination of community net-work;
 - (A) Understanding and recognising activities/roles of AAC/VCO/VPO – indispensable entity for providing care and protection in the community;
 - (B) Finding core person/organiser of community network;
 - (C) Exploring cooperative resource persons among stakeholders and community leaders (School counselling and guidance teacher, Church/Religious groups, Chief, Headman, Law society, NGO, CCI and others);
 - (D) Consider positive aspects to establish support network in terms of the best interest of children as well as the smooth and easy operation of effective supports
 - (E) Benefits/advantages for respective organizations by establishing network;
2. Conducting Public Relation Skills;
 - (A) Basic presentation and public relation skills;
 - (B) Utilizing local PR schemes (Radio, Newspaper)

Prevention:

1. Identifying risky students and families;
 - (A) Collecting information of families with serious problems (abuse, neglect, divorce, alcohol/drug abuse, criminal culture, et al.);
 - ① Through health services (health check-ups at hospitals et al.);
 - ② Through community networks (communication with community leaders);
 - (B) Collecting information of community school problems;
 - ① Participating school activities (ex. crime prevention classes)
 - (C) Collecting information of high risk residential area (ex. Japan⇒large size public apartments compound);
2. Deal with risky families and children;
 - (A) Early intervention through teaching parenting, basic child rearing, hygiene, nutrition, et al.;
 - (B) Providing safe and sound living environments in the community;
 - (C) Parenting ⇒ enlightening general public to prevent abuse, enhance healthy

relationship (ex. attachments) and prevent delinquency

【Care and Protection of Children in Investigation stage】

Arrest, Apprehend or Protect:

1. Legal/formal;
 - (A) Laws and Procedure laws for juvenile justice/treatment/welfare are scattered – develop a benchmark or a searching system for CCPOs to show proper laws and regulations
 - (B) Due process of the law (necessary conditions to request the warrant and proper procedure to request warrant -Criminal Procedure Code);
 - (C) Proper way to write a charge sheet (to avoid mistakes or intentional power abuses);
 - (D) Proper procedure and methods of arrest (time, getting permission/warrant, no use of violent measures, etc.);
 - (E) Detention (decision making) procedure (necessary conditions to detain children, protection of human rights- privacy, different treatment/accommodation from adults, et al.);
 - (F) Bail procedure;
2. Mental/physical care;
 - (A) Mental care for anxiety, depression, fear, et al.;
 - (B) Dealing with trauma – arrest or detention in police cells are traumatic events for children
 - (C) lies, aggression and other disobedient attitude/behaviour;
 - (D) Guidance and orientation for further juvenile justice procedures;
 - (E) Providing medical care – check-ups, treatments

Detention:

1. Living condition (International / Kenyan Standards);
 - (A) Separation from adults (both in detention facilities and in escorting cars);
 - (B) Healthy and hygienic living place, bedding, foods, et al.;
 - (C) Proper and calm language/expression while providing instruction or conducting investigation;
 - (D) Need to increase the numbers of child protection unite and the children desk in police stations
2. Proper procedure;
 - (A) Understanding the UN and other international human rights treaties concerning detention periods (⇒detention should be the last resort);
 - (B) Proper procedures to make decision to detain children in the police custody (decision making organization, term, procedure of the extension of terms, et al.);

Diversion:

1. Diversion must be considered before arresting children
2. As a principle, children should not be placed in police cells/ It is better that child cases are treated outside the justice procedure;
3. With a little suggestion, consultation or guidance, family may recover from critical or problematic situations, and accept children in a proper way;
4. Assessment and decision making;
 - (A) Victim care – making significant of feeling, concern or anxiety of victims
 - (B) Level of delinquency/criminal density/tendency of children;
 - ① Delinquency/crime history;
 - ② Antisocial associates;
 - ③ Attitudes toward criminal conducts;
 - (C) Family ⇒ family consent, family conditions and living environments, ex. family conflict/dispute
 - (D) Community support resources
 - (E) Providing proper monitoring/supervision after the diversion
 - (F) The procedure to mobilize stakeholders to decide diversions
5. Legal procedure of diversion
 - (A) Laws and regulations stipulate alternative to detention ⇒ Currently no regulation directly stipulate diversion methods. CCPOs need to utilize alternative measures to divert children from justice procedures
 - (B) Understanding basic procedure stipulated in the laws and standards;
 - (C) Standardized assessment measures (including victims' feeling, readiness among family members, remorse feeling of children, et al.);
 - (D) Information of resource persons in the area of legal supports (Regional attorneys' associations, CPU, DCO, CCI, et al.)
6. Alternative treatment methods to incarcerations;
 - (A) Methods to prevent recidivism (solution for family conflicts, stabilising school/vocational life);
 - (B) Provide the condition of diversion / provide the warning;
 - (C) Day care programmes for changing behaviour patterns and attitudes toward antisocial activities;
 - (D) Regular monitoring/supervision, ad-hoc visits;
7. Parent care (psychological, financial, or resource mapping);
 - (A) Psychological cares;
 - (B) Financial supports;
 - (C) Community resource mapping (utilize and mobilize AAC, LAC, CBO or Faith Based Organization)

Case management:

1. Ethics and responsibility of CCPO (Code of ethics⇒ex. probation officer code of ethics by Kenya National Association of Probation Officers, economic crime and corruption-integrity, code of ethics in social worker);
 - (A) Responsibility and ownership of cases;
 - (B) Through care – conducting thorough assessment and re-assessment, follow up the progress of children and family environment, sharing the information among treatment organizations, sharing assessment tools in order to share the common base information
 - (C) Information at entry stage is important – need more various and deep information at this stage
 - (D) Confidentiality and exception of confidentiality;
 - (E) Quality assurance;
 - (F) Improve professional skills and knowledge;
 - (G) Provide chances for children express their opinion and apply these in their treatment plans with careful consideration of their mental maturity
2. Case understanding;
 - (A) Identifying root causes of child miss-behaviour / family problems;
 - ① Family background, parent-child relationship;
 - ② Personality, behaviour pattern, attitude;
 - ③ Peer relationship, et al.;
 - (B) Various information sources – keep the channel of communication;
 - (C) Interview skills (structured interview methods);
 - (D) Observation skills (standardized observation inventory);
 - (E) Interpretation of the results of interview/observation;
3. Information management;
 - (A) Standardized information collection methods;
 - (B) Interpretation/analysis of collected information;
 - (C) Sorting out, classifying, categorizing information;
 - (D) Filing;
 - (E) Sharing information with other stakeholders;
4. Report writing;
 - (A) Law and regulation;
 - (B) Solid contents (root causes (ex. distorted behaviours/attitudes) which could be changes, aptitudes and abilities to respond treatments, et al.);

【Care and Protection of Children in Remand stage】

Treatment:

1. Group/individual counselling & guidance;
 - (A) Orientation – Through learning and recognising juvenile justice procedures, children can foresee further events and reduce their anxiety level;
 - (B) Mental/emotional care – how to cope with upset and fearful moment;
 - (C) Safe and peaceful living environment – to create accepting atmosphere for newly admitted children, to create safe and sound environment for every child;
 - (D) Help children to think deeply about themselves – personality, behaviour patterns, cognitive distortion, family problems, root causes why they commit mal-behaviours, future plans how to recover from this worst condition and to reintegrate into the community;
 - (E) Pay attention to each individual with respect – remember his/her name, observe him/her carefully, notice his/her emotional/mood changes, et al.;
2. Health and hygiene;
 - (A) Proper living condition, food, clothes, bedding, et al.;
 - (B) Medical check-ups;
 - (C) Medical/dental care and treatment;
 - (D) Proper physical exercise programmes;
3. School education;
 - (A) Prepare self-study workbooks;
 - (B) Teaching basic subject – English, mathematics, et al.;
4. Religious services/guidance;
5. Developments of talents/abilities of children –understanding aptitudes of children and provide opportunity to brush up/develop these through various support channels;

Case management:

1. Legal/legitimate procedure;
 - (A) Remand term;
 - (B) Legal support – professional support mainly focusing on diversion or alternative to custodial treatments;
 - (C) Knowledge of related laws and regulation – CA 2001, Civil Procedure Code, Criminal Procedure Code, Probation Act, Labour Law, Marriage and Divorce Act, Public Health Act, Local Government Authority Act, et al.;
 - (D) Responsibility/jurisdiction in the court procedure
2. Management of liaison activity (court, probation, police, family, community, et al.);
 - (A) Share and exchange information on root causes among stakeholders;
 - (B) Exploiting the way of diversion;

- (C) Community resource mobilization for parent tracing (CA SS54-2) and environment adjustments,
- 3. Exit and re-integration programmes;
 - (A) Family tracing;
 - (B) Family guidance;
 - (C) Community resource mapping
- 4. Information management and report writing
 - (A) Observation skills – sensitivity toward distorted behaviour patterns, et al.;
 - (B) Interview skills – find out distorted personality and attitude;
 - (C) Interpretation or assessment skills – integrate and analyse useful information, decision making;
 - (D) Report writing;
 - (E) Report presentation;
 - (F) Filing

Court room procedure:

- 1. Principle:
 - (A) Magistrate should introduce inquisitorial procedure in the child court, not the adversarial procedure)
 - (B) Children should be provided the opportunities to express their opinion
 - (C) Magistrates communicate effectively with children
- 2. Presentation;
 - (A) Proper language;
 - (B) Proper clothes;
 - (C) Proper court manner
- 3. Basic knowledge of law and regulation on justice procedures

【Care and Protection of Children in Rehabilitation stage】

Treatment:

1. Onset of treatments in Rehabilitation School;
 - (A) Establishing trusting relation/rapport;
 - (B) Peer education and peer support are important;
 - (C) Basic knowledge and skills to cope with crises;
 - ① Non-violent crises intervention;
 - ② Negotiating skills
 - (D) Dealing with indiscipline activities such as sodomy, bullying, stealing, fighting;
 - (E) Basic knowledge and skills to control officers' emotion when facing defiant and oppositional attitudes;
 - ① Relaxations;
 - ② Not making hasty decisions;
 - (F) Atmosphere and environment adjustment/orientation;
 - (G) Supervision of children
2. ITP;
 - (A) To meet the needs of each individual;
 - (B) To enhance the talents of children (study, arts, music, sports, etc.);
 - (C) To overcome problems;
 - (D) Observation and interview skills to find out criminogenic needs are indispensable;
 - (E) Comprehensive treatment plans including community treatments are necessary;
3. Rehabilitation programme targeting criminogenic needs; basic CBT (anger management, drug rehabilitation);
 - (A) Thinking training – reduce the tendency of impulsivity-acting without thinking, foreseeing the results of behaviour, thinking deeply, modifying biased thoughts,
 - (B) Anger management;
 - (C) Coping with impulsive cognitive/behaviour tendencies;
 - (D) Drug rehabilitation programme – relapse prevention programme;
 - (E) Social Skills Training;
4. Creating peace and safe community;
 - (A) Enhancement of peer support system;
 - (B) Group control – sensitiveness toward instability of emotion, critical peer relation, bullying, victimization et al.;
5. School education;
 - (A) Placement – assessing intellectual ability and placing proper classes;
 - (B) Teaching methods – try to gain attention of students whose motivation to study is low;
 - (C) Providing various activities, such as art, music or sports, through community

- resources –ex. instructors or counsellors from universities;
6. Vocational training;
 - (A) Plan and design practical and useful training programmes for children;
 - (B) Liaison to organize programmes;
 7. Emergency intervention skills (fight, emotional instability, escape, self-harm, suicide);
 - (A) Control fights, bullying, and other troubles among students;
 - (B) Prevent escape, self-harm, suicide and other significant incidents;
 - ① Observation skills to recognition of problems among children;
 - ② Coping skills to deal with suicidal attempts/thoughts;
 - ③ Coping skills to deal with riot (attempt), escape (attempt), or other serious violation;
 8. Health and hygiene;
 - (A) Provide proper living condition, food, clothes, bedding;
 - (B) Periodical medical check-ups;
 - (C) Medical, mental and dental treatments;
 - (D) Periodical exercise and recreational activities;
 - (E) Health education for male and female students (including sexually transmitted diseases);
 - (F) Care for expectant mothers and infants/children with mothers
 9. Parent – child relationship;
 - (A) Periodical progress reports to DCO and PO to enhance parent –child relationship;
 - (B) Plan open school and invite parents;
 - (C) Actively provide guidance to parents (need to have basic parenting knowledge);
 - (D) Recognize that making contact and communicating with parents are significant for successful rehabilitation and re-integration;
 10. Re-integration planning and procedure;
 - (A) Direct interaction between institutions and district offices;
 - (B) Re-integration covers aftercare;
 - (C) Basic principles in reintegration;
 - (D) Planning Family Tracing/Environmental Adjustment;
 - (E) Re-building child-family relationship- interviewing key family members;
 - (F) Family reintegration: family conferencing and community involvement;
 - (G) Roles and responsibilities of Institutions and Field Services: casework protocol for reintegration;

Case management:

1. Legal/legitimate procedure (period, release procedure, et al.);
 - (A) Proper scheduling (orientation period/rehabilitation period/release preparation)
 - (B) Environment adjustment report – it is difficult to return student to the right place without proper EAR;
 - (C) Need to establish the firm system of exchanging information between officers in institution and those in the community (DCO, PO) through the periodical progressive report and the EAR-What are the challenges? How to overcome?
2. Community environment adjustment;
 - (A) Tracing measures;
 - (B) Cooperation with the community net-work;
 - (C) Adjustment of environment and family readiness;
 - (D) Community involvement in environmental adjustment;

Aftercare:

1. Parent guidance;
 - (A) Coping with the child's difficult behaviour;
 - (B) Accommodating the child and needed changes in the family system;
 - (C) Getting support from the community and service providers;
 - (D) Encouraging child's opinion based on child's age and mental maturity;
 - (E) Providing supervision of parenting;
2. Supervision of children
 - (A) Role of DCO office and AACs in after care
 - (B) Monitoring methods
 - ① Periodical / ad-hoc visits to the homes of children
 - ② Periodical interviews with children/parents- dealing with the anxiety, fear, stress or pressure of children
 - ③ Stakeholders' engagement: school teacher, church/pastor, neighbour...;
 - ④ Confrontation/intervention methods against breaches of conditions
 - Family conference follow-up to address emerging needs
 - DCO and Chief engagement
 - Legal action

【Professional Area to Cover】

Psychology:

1. Social learning theory/psychology of criminal conducts;
2. Psycho-therapy;
 - (A) Counselling (Group, Family, Individual);
 - (B) CBT;
 - (C) Therapeutic Community;
3. Crises Intervention;
4. Assessment technique risk-need assessment (conducting tests and analysing results)
 - (A) Structured interview schedules;
 - (B) Personality Test;
 - (C) Observation Test;
 - (D) Intellectual/aptitude Test;
 - (E) Attitude Test;
 - (F) Risk-Needs Assessment;

Medical care:

1. Psychiatry (basic);
 - (A) Basic knowledge of diagnosis (DSM- IV) – including personality disorders, conduct disorders, developmental disorders;
 - (B) Basic knowledge of treatments;
 - (C) Information of organizations to refer cases – proper place to conduct treatments
2. Prevention and treatment of deceases and injuries (basic);

Law:

1. national law (ex. CA 2001, Probation Act, Police Act, Education Act, Penal Court Procedure Act, et al.) and subordinating rules and regulations;
 - (A) The Children Act 2001;
 - (B) The Children Law Amendment Bill 2007;
 - (C) The Criminal Procedure Code;
 - (D) The Probation of Offenders Act;
 - (E) The Prison Act;
 - (F) The Borstal Institutions Act;
 - (G) The Police Act;
 - (H) The Sex Offences Act;
 - (I) (name unclear⇒ Act for controlling substance abuse)
2. International treaties (ex. UNCRC, Beijing Rules, Riyadh Guidelines, et al.) and subordinating rules and regulations;
 - (A) The UN Convention on the Rights of the Child (UNCRC);
 - (B) The African Charter on the Rights and Welfare of the Child (ACRWC);

- (C) The UN Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) 1985;
- (D) The UN Guidelines for the Prevention of Juvenile Delinquency (Riyadh Guidelines) 1990;
- (E) The UN Rules for the Protection of Juveniles Deprived of Their Liberty, 1990

Annex-10

Proposing Performance Indicators for CCPO Project

Department	Key issues emerging from study	Key Capacity Targets	Proposed CCPO Indicators
Police	<ul style="list-style-type: none"> - Some officers doing good work - Abuse of children under custody - Abuse of children by adults in police cells - Unfriendly emotional environment for children - Unsuitable infrastructure to contain children - Overreliance on corporal punishment - Limited capacities to understand children's needs and give appropriate support - Low implementation of trained capacities - Poor networking 	<ul style="list-style-type: none"> - Reward performance to encourage those doing good work - Ability to design child-friendlier environments with limited resources - Understanding of child developmental needs and appropriate support mechanisms - Application of alternative discipline methods - Attitude to work with children as mentor and caregiver - Nurturing positive attitude and consequence against abuse - Networking to raise extra resources 	<ul style="list-style-type: none"> - reduction in reported abuse from children - efficacy in applying statutes on detention - time taken to bring children to court - evidence of preventing child abuse by adults at the police station - evidence of continued creation of child-friendly environments - reduction in number of children detained with adults - extra resources created to improve stations - management consequences against child abuse
Prisons	<ul style="list-style-type: none"> - Some officers doing good work - Increased utilization of ICT for youth - Low awareness of policies and poor application of rights approach - Prolonged stay after committal order - Poor infrastructure - low implementation of trained capacities - Poor attitude of some staff 	<ul style="list-style-type: none"> - Rewarding performance to encourage officers doing good work - Strengthening modern skills and ICT utilization, also for staff - Improving action research and knowledge management - Nurturing positive attitude and consequence 	<ul style="list-style-type: none"> - Infrastructure improved to meet youth-friendly standards - An appraisal system established with rewards created - A knowledge management system established - number of release delays reduced - Extra resources created

	<ul style="list-style-type: none"> - Poor networking 	<ul style="list-style-type: none"> against abuse - Networking to raise extra resources 	<ul style="list-style-type: none"> through networking - Number of staff competent in ICT increased
Probation	<ul style="list-style-type: none"> - Some officers doing good work - Limited contact with children - Low awareness of child rights and poor application of rights approach - Child abuse within premises - Poor child welfare in hostels - Prolonged stay after expiry of committal order - Poor networking - Low implementation of trained capacities 	<ul style="list-style-type: none"> -Rewarding performance to encourage officers doing good work - Improving action research and knowledge management - Nurturing positive attitude and consequence against abuse -Networking to raise extra resources 	<ul style="list-style-type: none"> - Number of visits and discussions held with children -Management consequences against child abuse - Devised action research and knowledge management programme, to utilize the experiences for improvement of practice -Extra resources raised through networking
Judiciary	<ul style="list-style-type: none"> - Isolation from other actors in the sector/poor networking - Little demonstration of methods suitable to working with children - Low implementation of trained capacities - Inadequate child protection within court premises – mishandling by adult suspects - Children feel not adequately listened to - Expiry of committal orders without extension - Harshness to children by some magistrates – sensitize - Poor networking - Poor implementation of trained capacities 	<ul style="list-style-type: none"> -Recognition scheme for magistrates championing children’s course -Capacity to monitor institutions - Close link with police to prevent abuse and threatening of children within court premises -Networking to raise extra resources 	<ul style="list-style-type: none"> - Networking, fair hearing, follow-up on expiry of committal orders, - Strengthening partners on implementing the rights approach - Number of institutional assessments conducted
Children	<ul style="list-style-type: none"> - Cases of some officers doing good work - Low awareness of policies and 	<ul style="list-style-type: none"> -Rewarding performance to encourage officers doing good work 	<ul style="list-style-type: none"> -An award scheme for staff of the year initiated -Peer-based system for

	<p>application of rights</p> <ul style="list-style-type: none"> - Over-reliance on corporal punishment - Low implementation of trained capacities - Sizeable proportion of staff have been in 1 institution for long - High perceptions of poor capacity - Parental participation is poor - Poor modelling of behaviour - Poor counselling services - Inadequate food for children - Some staff doing very good work – recognize/reward - Lack of basic facilities for children – inner wear, sanitary pads, tooth paste/brush – network, fundraise - Poor development opportunities and low stimulation in remand homes - Poor networking - Poor implementation of trained capacities - Poor attitude among some staff 	<ul style="list-style-type: none"> -Peer-based system to promote rights approach -Improving action research and knowledge management -Nurturing positive attitude and consequence against abuse -Networking to raise extra resources -Behaviour schemes for officers -Document cases of officers radiating positive energy in rehabilitation -Devise consequences against officers abusing children -Strengthen networking to raise extra resources -Enrich remand home programmes to stimulate children for growth 	<p>promoting the rights approach operational in every institution</p> <ul style="list-style-type: none"> -Action research and knowledge management systems inaugurated -Attitude change innovation designed and rolled out -Extra resources raised through networking -A mechanism for documenting good practices among staff initiated -Code of conduct with clear consequences implemented -New programmes for remand homes developed and are running
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Annex-11

List of CCPO Training Materials and M& E Tools

A. Residential Training

- 1) 5 Thematic Sections (5 Thematic Manuals) (* not attached)
- 2) 3 Modules as of July 2011 (* not attached)
- 3) Curriculum as of July 2011
- 4) Unit Re-arrangement (to be proposed. Developed in November, 2011)

B. Practicum Session (Supervision)

- 1) Template of developing work plan
- 2) Work Plan Format individual as of January, 2012
- 3) GUIDELINES FOR SUPERVISION OF CCPO TRAINEES FOR PRACTICUM as of January, 2012

C. Monitoring and Evaluation

- 1) CCPO Daily Evaluation Form
- 2) CCPO End of Course Evaluation Form
- 3) CCPO Training Self Evaluation Tool
- 4) Knowledge Assessment
- 5) Proposing Performance Indicators for CCPO Project (*attached as Annex-10)

Note: All the items are attached except for A-1) and 2) which are bulky.



CURRICULUM AND GUIDELINES

FOR

CAPACITY BUILDING PROGRAMME FOR CHILD CARE AND PROTECTION

OFFICERS (CCPOS) IN JUVENILE JUSTICE SYSTEM

THE GOVERNMENT OF KENYA

&

JAPAN INTERNATIONAL CO-OPERATION AGENCY

JULY, 2011

1.0 Introduction:

This course is intended to equip Child Care and Protection Officers (CCPOs) in the Juvenile Justice System (JJS) with the requisite knowledge, attitude and skills so as to continuously improve their ability to meet expectations of high quality, competitiveness and on-time service delivery. The cornerstone of this program is the practical applicability of the acquired knowledge, skills and attitudes to their respective work places.

1.1 Preamble:

Child Care and Protection Officers (CCPOs) are involved in ensuring effectiveness and efficiency of service delivery within the Juvenile Justice System. In a rapidly changing work environment where there is increased public expectation of efficient services, these officers are required to provide effective leadership in the delivery of services. The Capacity Building Project for Child Care and Protection Officers (CCPOs) in Juvenile Justice System is therefore intended to develop the capacity of these officers to embrace continuous improvement strategies at the workplace.

1.2 Target Group:

The course is intended for Child Care and Protection Officers (CCPOs) in Juvenile Justice System, i.e. Police, Probation, Children, Prison officers and magistrates gazetted as Children Magistrates.

1.3 Entry Requirements:

Any CCPO who has served for a period of less than three (3) years is eligible. Admission into the programme will be by nomination by the specific JJAs.

2.0 Program Details

2.1 Program Objective:

The Programme aims to enhance the CCPOs' ability to deal with all issues arising from their involvement with child care and protection at the workplace and consequently enhance the quality of service to the public. In addition, participants will be equipped with skills and competencies to come up with and implement practical solutions to challenges that they face daily at their workplaces. The programme aims to provide a forum through which the participants will develop action plans targeting the continuous improvement of services in their Institutions.

2.2 Organisation of the Programme

The course is based on five thematic areas, namely:

- Thematic area 1 Juvenile Justice Procedure
- Thematic area 2 Case management
- Thematic area 3 Rehabilitation Treatment
- Thematic area 4 Support Networking
- Thematic area 5 Ethics, responsibility and quality assurance

These thematic areas have been divided into three Modules. Module One (I) is an introduction to Juvenile Justice Systems and provides general principles in relation to the five thematic areas. Module Two (2) and Three (3) expound on the five thematic areas in detail.

2.3 The Modules

The Modules have been titled as follows:

Module 1 Introduction to concepts and principles in Juvenile Justice Systems in Kenya

Module objectives

1. Explore the key concepts and features relating to the Kenyan Juvenile Justice System
2. Explain the general principles relating to Juvenile Justice
3. Explain the importance of effective case management
4. Describe the various theories of juvenile behaviour
5. Discuss the concept and principles of rehabilitation within the juvenile justice system
6. Explain the concept of networking in relation to Juvenile Justice System in Kenya
7. Explore the essential factors affecting networking of Juvenile Justice System in Kenya
8. Identify the existing guidelines on ethical conduct for CCPOs
9. Demonstrate effective report writing in Juvenile Justice System

Module 2 Procedure and Practice in the Juvenile Justice System

Module Objectives

1. Demonstrate the procedures in the handling both a child in conflict with the law and a child in need of care and protection
2. Demonstrate the laid down procedures for adoption ,guardianship and foster- care
3. Explore the different modes of child assessment
4. Explore the key concept of ITP/ICP and demonstrate developing ITP/ICP
5. Explore the principles of child guidance and their application in the JJS
6. Demonstrate the application of basic counselling skills in the work of a CCPO
7. Explain the role of each governmental and non-governmental agency in support network
8. Apply the core values of juvenile justice agencies to services provided by the CCPOs

Module 3 Procedure and Practice in the Juvenile Justice System 2

Module objectives

1. Describe care and support practices for children with special needs within the Juvenile Justice System
2. Demonstrate application of special treatment programmes
3. Explore the concept and practices of post institutional supervision
4. Describe basic concepts in developing networking capacities
5. Explain mechanisms of staff self care
6. Describe effective monitoring and evaluation mechanisms within the Juvenile Justice System
7. Explore major emerging issues in the Kenyan juvenile justice system

2.4 Program Content:

MODULE 1: INTRODUCTION TO JUVENILE JUSTICE SYSTEMS (49 hours)		
UNIT 1	INTRODUCTION TO JUVENILE JUSTICE SYSTEMS (4 hours)	
Unit Objectives	By the end of this unit participants should be able to: <ol style="list-style-type: none"> i. Outline the Historical Background of the Juvenile Justice system ii. Describe the key concepts relating to juvenile justice system and the key features of the system. iii. Describe the Kenyan juvenile justice system 	
Topics	1.1. The juvenile justice system 1.2. Rationale for the juvenile justice course 1.3. Models of the juvenile justice system 1.4. International trends in Juvenile Justice 1.5. Juvenile Justice System in Kenya	(1/2 hour) (1/2 hour) (1 hour) (1 hour) (1 hour)
UNIT 2	THE GENERAL PRINCIPLES RELATING TO JUVENILE JUSTICE (7 hours)	
Unit objectives	By the end of the Unit, participants should be able to: <ol style="list-style-type: none"> i. Discuss the International juvenile justice system (JJS) instruments ii. Analyse the principles underlying the juvenile justice system (JJS) iii. Apply the International juvenile justice system (JJS) instruments in relation to children in Kenya iv. Identify the general principles as embedded in the Children’s Act and other relevant Acts of parliament related to the juvenile justice system (JJS) v. Discuss the challenges relating to the application of the concepts of juvenile justice system (JJS) rights and principles in their places of work 	
Topics	2.1. General Principles in handling children within the JJS 2.2. International instruments and special child care and protection measures for children 2.3. Domestic laws relating to children’s matters 2.4. The link between the various instruments, Acts of Parliament and the General Principles 2.5. General Principles in the various instruments and Acts	(1 hour) (1 hour) (1 hour) (1 hour) (3 hours)
UNIT 3	INTRODUCTION TO CASE MANAGEMENT (5 hours)	
Unit objectives	By the end of the Unit, participants should be able to: <ol style="list-style-type: none"> i. Define the concept of case management ii. Describe systems theory in relation to case management iii. Explain the fundamental principles of case management 	

	<ul style="list-style-type: none"> iv. Explain the importance of case management v. Describe types of case management vi. Apply case management at different levels 	
Topics	<ul style="list-style-type: none"> 3.1 The concept of case management 3.2 Systems Theory 3.3 Fundamental principles of case management 3.4 Importance of case management 3.5 Types of case management 3.6 Case Management Levels <ul style="list-style-type: none"> a) Case management in police stations b) Case management in court level c) Case management in probation service and children service d) Case management at institutional settings stations 	<ul style="list-style-type: none"> (1/2 hour) (1 hour) (1/2 hour) (1/2 hour) (1/2 hour) (2 hours)
UNIT 4	THEORIES OF JUVENILE BEHAVIOUR	
	(4 hours)	
Unit objectives	By the end of the Unit, participants should be able to: <ul style="list-style-type: none"> i. Explain the rationale of theory in Juvenile behavior ii. Describe theories relevant to Juvenile Behavior iii. Apply theories of Juvenile Behavior in Case Management 	
Topics	<ul style="list-style-type: none"> 4.1 Rationale for the use of theories in case management 4.2 Psychodynamic approach to understanding juvenile behaviour 4.3 Case management approaches <ul style="list-style-type: none"> a) Psychodynamic approach b) Developmental Approach by Erik Erickson c) Cognitive Behavioural Approach to understanding Juvenile Behaviour d) Humanistic psychology 	<ul style="list-style-type: none"> (1 hour) (1 hour) (3 hours)
UNIT 5	PRINCIPLES OF REHABILITATION TREATMENT	
	(5 hours)	
Unit objectives	By the end of the Unit, participants should be able to: <ul style="list-style-type: none"> i. Describe the concept and principles of treatment and rehabilitation within the juvenile justice system. ii. Describe the establishment of juvenile rehabilitation institutions in Kenya iii. Explain the role of Rehabilitation institutions in Kenya iv. Apply the laid down principles of rehabilitation 	
Topics	<ul style="list-style-type: none"> 5.1 Establishment of juvenile rehabilitation institutions in Kenya 5.2 The role of Rehabilitation institutions in Kenya 5.3 The process of exit, reintegration and aftercare of children 5.4 Overview of exit and reintegration process 5.5 Assessment as a first step in rehabilitation 	<ul style="list-style-type: none"> (1 hour) (1 hour) (1 hour) (1 hour) (1 hour)
UNIT 6	INTRODUCTION TO SUPPORT NETWORKS	
	(6 hours)	
Unit objectives	By the end of the Unit, participants should be able to: <ul style="list-style-type: none"> i. Explain the concept of networking in relation to JJS in Kenya. 	

	<ul style="list-style-type: none"> ii. Describe the characteristics of Support Networks iii. Explain the theoretical background of Networking/Partnership iv. Apply the tips for successful support networks in improving the existing networks within the JJS v. Share experiences on the good practices in Networking for CCPOs vi. Analyse the steps for mapping vii. Brainstorm on the ways of achieving support networking viii. Explore the role of CCPOs in linking up institutions and communities 	
Topics	<ul style="list-style-type: none"> 6.1. Introduction to networking 6.2. Characteristics of Support Networks 6.3. Tips for successful support networks 6.4. Theories of networking/partnership 6.5. Good practices in Networking for CCPOs 6.6. Preferable Principles for Networking 	<ul style="list-style-type: none"> (1/2 hour) (1 hour) (1 hour) (1 hour) (2 hours) (1/2 hour)
UNIT 7	FACTORS INFLUENCING NETWORKING CAPACITIES	
	(6 hours)	
Unit objectives	By the end of the Unit, participants should be able to: <ul style="list-style-type: none"> i. Discuss the individual factors related to networking ii. Explore the Principles of Effective Communication iii. Examine the external factors related to networking in their places of work iv. Draw on the key Steps in Decision making in making decisions as CCPOs. v. Apply the key Steps in Problem Solving in dealing with problems in their organisations 	
Topics	<ul style="list-style-type: none"> 7.1. Individual factors related to networking 7.2. External factors related to networking 	<ul style="list-style-type: none"> (3 hours) (3 hours)
UNIT 8	GENERAL CODE OF CONDUCT AND ETHICS	
	(8 hours)	
Unit objectives	By the end of the Unit, participants should be able to: <ul style="list-style-type: none"> i. Explain the various guidelines in relation to general code of conduct and ethics ii. Apply the different service codes of regulations and code of conduct/ ethics within their areas of jurisdiction 	
Topics	<ul style="list-style-type: none"> 8.1. The Civil Service Code of Regulations 8.2. Public Service 8.3. Codes of conduct and ethics for Government Service 8.4. Core Values 8.5. Provisions of the constitution 8.6. The main components of the Public Officers Ethics Act, 2003 8.7. Corruption 	<ul style="list-style-type: none"> (1 hour) (1 hour) (1 hour) (1 hour) (1 hour) (1 hour) (2 hours)
UNIT 9	REPORT WRITING	
	(4 hours)	
Unit objectives	By the end of the Unit, participants should be able to: <ul style="list-style-type: none"> i. Describe the characteristics of a good report ii. Prepare different reports in the Juvenile Justice Administration 	

Topics	9.1. Characteristics of a good report 9.2. Key reports in the juvenile justice administration <ul style="list-style-type: none"> • Social enquiry reports • Progress reports • Environmental Adjustment reports • Assessment reports • Individualized Treatment Plan (ITP) • Individualized Care Plan (ICP) • Pre-sentence • Pre-bail 	(1 hour) (3 hours)
MODULE 2: PROCEDURE AND PRACTICE IN THE JUVENILE JUSTICE SYSTEMS 1 (72 hours)		
UNIT 1	PROCEDURE IN HANDLING A CHILD IN NEED OF CARE AND PROTECTION (6 hours)	
Unit objectives	By the end of the Unit, participants should be able to: <ol style="list-style-type: none"> i. Identify a child in need of care and protection ii. Identify the general principles applicable in handling children in need of care and protection iii. Apply the correct procedures in child apprehension iv. Describe the different modes of determining children in need of care and protection v. Apply different placement options available for the child vi. Describe the role of each Juvenile Justice Agency in the care and protection of children vii. Identify different categories of child victims viii. Apply various protection measures outlined in the Children and the Sexual Offences Acts 	
Topics	1.1. Definition of children in need of care and protection 1.2. Apprehension/ rescue 1.3. Child in Need of Care and Protection(CNCP) Determination 1.4. Placement options 1.5. Role of the juvenile justice agencies in handling children in need of care and protection 1.6. Child victims	(1hour) (1hour) (1hour) (1hour) (1hour) (1hour)
UNIT 2	PROCEDURES IN HANDLING A CHILD IN CONFLICT WITH THE LAW (6 hours)	
Unit objectives	By the end of the Unit, participants should be able to: <ol style="list-style-type: none"> i. Practically apply the procedures of handling a child in conflict with the law in relation to arrest, reception, detention, investigation, pre-trial, trial, findings and orders, execution of orders/sentences and post trial ii. Explain the concept of diversion iii. Explain levels of diversion iv. Identify categories of children who qualify for diversion v. Apply the concept of diversion 	

Topics	2.1. Definition of children in conflict with the law 2.2. Procedure in handling a child in conflict with the law 2.3. Procedure to be followed in the trial process 2.4. diversion	(1/2 hour) (2 hours) (2 hours) (1 and 1/2 hours)
UNIT 3	PROCEDURE IN ADOPTION, GUARDIANSHIP & FOSTER CARE (5 hours)	
Unit Objectives	By the end of the Unit, participants should be able to: <ul style="list-style-type: none"> i. Define adoption, guardianship and foster care ii. Know the applicable provisions of the law iii. Outline the qualifications required of adoptive parents iv. Explain how to identify a child who qualifies for adoption v. Apply the correct procedure when dealing with adoption, guardianship and foster care issues in the JJA vi. Identify the roles of the JJAs involved 	
Topics	3.1. Rationale for adoption, guardianship and foster care 3.2. Main steps in an adoption 3.3. Adoption committee 3.4. Adoption societies 3.5. Inter-country adoption 3.6. Foster care 3.7. Guardianship	(1 hour) (1 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1 hour)
UNIT 4	ASSESSMENT (6 hours)	
Unit objectives	By the end of the Unit, participants should be able to: <ul style="list-style-type: none"> i. Define the term of assessment as used in the JJS ii. Explain the principles of assessment iii. Explain the purpose of assessment iv. Discuss the methods of assessment v. Analyse assessment tools vi. Describe the stages and intervals of assessments 	
Topics	4.1. General concept of offender assessment 4.2. Assessment Principles and methods of risk assessment 4.3. Component of Risk Assessment 4.4. Assessment tools 4.5. Level of Assessment 4.6. Psychometric Tests	(1 hour) (1 hour) (1 hour) (1 hour) (1 hour) (1 hour)
UNIT 5	INDIVIDUAL TREATMENT PLAN (ITP)/INDIVIDUAL CARE PLAN (ICP) (4 hours)	
Unit objectives	By the end of the Unit, participants should be able to: <ul style="list-style-type: none"> i. Explain the concept of ITP/ICP 	

	<ul style="list-style-type: none"> i. Describe steps in the Development of ITP/ICP ii. Apply ICP/ITP in case management iii. Discuss monitoring and evaluation of ITP/ICP 	
Topics	5.1 Concept of ITP/ICP 5.2 Steps in the Development of ITP/ICP 5.3 The Roles of different players 5.4 Monitoring ITP/ICP	(1 hour) (1 hour) (1 hour) (1 hour)
UNIT 6	SKILLS AND TECHNIQUES IN CASE MANAGEMENT	
	(7 hours)	
Unit objectives	By the end of the Unit, participants should be able to: <ul style="list-style-type: none"> i. Demonstrate relevant skills/techniques in case management ii. Explore different principles of case management iii. Practice problem solving skills iv. Synthesize social work methods 	
Topics	6.1 Skills and Techniques in Case Management 6.2 Types of communication 6.3 How to communicate with children in case management 6.4 Social work methods 6.5 Principles of case work 6.6 Criteria to use to ensure inclusion 6.7 The role of the Case Manager 6.8 The role of the case manager in community work	(1/2 hour) (1/2 hour) (1 hour) (1 hour) (1 hour) (1 hour) (1 hour) (1 hour)
UNIT 7	GUIDANCE	
	(6 hours)	
Unit objectives	By the end of the Unit, participants should be able to: <ul style="list-style-type: none"> i. Define Guidance ii. Describe the principles and elements of guidance and how they can be applied in the JJS iii. Apply the principles of SST in their places of work 	
Topics	7.1. Definition of guidance 7.2. Differences between Guidance and Counselling 7.3. Principles of guidance and its application 7.4. Types and application of guidance 7.5. Social Skills Training 7.6. Procedures of SST	(1/2 hour) (1/2 hour) (1 hour) (1 hour) (1 hour) (2 hours)
UNIT 8	COUNSELLING	
	(10 hours)	
Unit objectives	By the end of the Unit, participants should be able to: <ul style="list-style-type: none"> i. Explain the meaning and process of counselling ii. Apply basic counselling skills in their work as CCPOs iii. Describe the signs & behaviours of a young person in need of counselling iv. Identify the differences in communication between friends, client and counsellor. v. Apply the different categories of counselling skills in practical situations vi. Apply the three core conditions in their work as CCPOs 	

	vii. Explore the effects of ethical issues in child counselling	
Topics	8.1. Meaning of counselling 8.2. Problems that children present in counselling 8.3. Counselling as a relationship 8.4. Basic Counselling Skills 8.5. Process of counselling 8.6. Ethical issues in Child Counselling	(1 hour) (1 hour) (1 hour) (6 hours) (1 hour) (1 hour)
UNIT 9	CRISIS INTERVENTION SKILLS (6 hours)	
Unit objectives	By the end of the Unit, participants should be able to: i. Explain the purpose of crisis intervention ii. Describe responses to Crises iii. Apply coping and problem solving skills in their work iv. Discuss the use of cognitive therapy in crisis intervention v. Apply suicide intervention measures with children in their care vi. Carry out effective debriefing and management vii. Apply intervention techniques in dealing with crises/ conflicts	
Topics	9.1. Definition of crisis 9.2. Purpose of crisis intervention 9.3. Responses to Crises 9.4. Coping and problem solving 9.5. Use of cognitive therapy 9.6. Suicide intervention 9.7. Assessment for suicide intervention 9.8. Treatment plan for suicide intervention 9.9. The Debriefing and management 9.10. Phases of the debriefing 9.11. Intervention techniques in dealing with crises/ conflicts	(1 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1/3 hour) (1/3 hour) (1/3 hour) (1/2 hour) (1/2 hour)
UNIT 10	JJAs and their roles (4 hours)	
Unit objectives	By the end of the Unit, participants should be able to: i. Discuss the responsibility of CCPOs in the JJS ii. Apply the lessons learnt in performing their responsibilities as CCPOs	
Topics	10.1 Roles of Police in Juvenile Justice System 10.2 Roles of Children's Officers in Juvenile Justice System 10.3 Roles of VCOs and other volunteers in Juvenile Justice System 10.4 Roles of Probation officers in Juvenile Justice System 10.5 Roles of VPOs and other Volunteers in Juvenile Justice System 10.6 Roles of the Judiciary in Juvenile Justice System	Group work 4 hours

	10.7 Roles of Kenya Prisons Service in Juvenile Justice System 10.8 Roles of Children Services Institutions in Juvenile Justice System 10.9 After Care Services 10.10 Roles of Charitable Children Institutions (NGOs) and Legal Aid 10.11 Roles of Child Help Line116	
UNIT 11	EXISTING SUPPORT NETWORKS IN KENYA (4 hours)	
Unit objectives	By the end of the Unit, participants should be able to: i. List the Government Agencies relevant to Juvenile Justice Systems ii. Explain the role of each government agency in Support Networking iii. List Non State Actors relevant to Juvenile Justice Systems iv. Explain the role of each actor in Support Networking	
Topics	11.1. Role of government organizations in support networking 11.2. Role of non-state actors 11.3. Role of CCPOs in linking up institutions and communities	(1 hour) (1 hour) (1 hour)
UNIT 12	CCPOs CORE VALUES AND ETHICAL STANDARDS (8 hours)	
Unit objectives	By the end of the Unit, participants should be able to: i. Explain the Juvenile Justice Agencies’ mission statements. ii. Describe the principles guiding Child Care and Protection Officers iii. Identify the ethical issues for Child Care and Protection Officers in the Juvenile Justice Agencies iv. Apply the core values of Juvenile Justice Agencies and competencies for Child Care and Protection Officers. v. Apply Child Care and Protection Officers service delivery standards in their work.	
Topics	12.1. Juvenile Justice Agencies Vision and mission 12.2. Child Care Protection Officers (CCPOS) Core Values 12.3. Child Care and Protection Officers Ethical Principles 12.4. Ethical issues for child care and protection officers 12.5. Child Care and Protection Officers Ethical Standards 12.6. Ethical Responsibilities of CCPOs to self, clients, colleagues, in practice setting, CCPOs’ profession, and to the community 12.7. General Standards of conduct and ethics for Child Care and	(1 hour) (1 hour) (1 hour) (1 hour) (1 hour) (1 hour) (1 hour)

	Protection Officers in Kenya 12.8. Child Care and Protection Officers Competencies	(1 hour)
MODULE 3: PROCEDURE AND PRACTICE IN THE JUVENILE JUSTICE SYSTEMS 2 (60 hours)		
UNIT 1	CHILDREN WITH SPECIAL NEEDS IN THE JUVENILE JUSTICE SYSTEM (6 hours)	
Unit objectives	By the end of the Unit, participants should be able to: i. Identify special needs ii. Identify a child with mental health disorder in the JJS iii. Explain the following categories of special needs in children: <ul style="list-style-type: none"> • Mental Illness • Post traumatic stress disorder • Physical disabilities 	
Topics	1.1. Disruptive behavioural disorders 1.2. Post Traumatic Stress Disorder 1.3. Children's reactions to trauma 1.4. Effects of trauma on parent- child relationship 1.5. The trauma of sexual abuse	(1 hour) (1 hour) (2 hours) (1 hour) (1 hour)
UNIT 2	SPECIAL TREATMENT PROGRAMMES (14 hours)	
Unit Objectives	By the end of the Unit, participants should be able to: <ol style="list-style-type: none"> i. Explain Cognitive behaviour Theory and its basic concepts ii. Apply CBT within the JJA iii. Explain how to carry out an assessment process iv. Analyse some of the behaviour problems among children and youth v. Provide a clear rationale/ justification of use of CBT in Rehabilitation of children vi. Discuss other treatment methods in the JJS vii. Define the terms juvenile and juvenile sex offenders viii. Identify types of sexual offenses ix. Describe characteristics of juvenile sex offenders x. Explore factors that contribute to sexual offenses among juveniles xi. Discuss assessment and treatment methods for Juvenile sex offenders xii. Explain the meaning of anger xiii. Identify symptoms and signs of anger 	

	xiv. Understand anger management	
	xv. Explain strategies and skills in management of anger	
Topics	2.1. Concept of CBT treatment theory and application 2.2. Application of CBT 2.3. Components of CBT 2.4. Challenges of CBT 2.5. Five areas of assessment 2.6. Understanding behaviour problems among children and youth 2.7. Justification for CBT in rehabilitation treatment of children 2.8. Therapeutic approach of cognitive or cognitive therapy 2.9. Other treatment methods 2.10. Principles of Behaviour modification 2.11. Steps in Behaviour modification 2.12. Concept of juvenile sex offender 2.13. Characteristics of Juvenile Sex Offenders 2.14. Meaning of anger 2.15. Mechanism of anger 2.16. Expressing anger 2.17. The process of anger management	(1 hour) (1 hour) (1 hour) (1 hour) (1 hour) (1 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1 hour) (1 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1/2 hour) (2 hours)
UNIT 3	POST INSTITUTIONAL SUPERVISION (6 hours)	
Unit Objectives	By the end of the Unit, participants should be able to: i. Explain the concept of reintegration, aftercare and through care ii. Apply reintegration procedures in their work as CCPOs iii. Describe the roles of institutional committees in pre release decision making iv. Identify the role of VPO/VCO in post institutional supervision v. Explain community involvement in post institutional supervision	
Topics	3.1 The concept of reintegration, resettlement and through-care 3.2 Reintegration procedures 3.3 Institutional committees 3.4 Community involvement in post institutional supervision 3.5 Key reintegration issues 3.6 Ways of community involvement 3.7 Implementing Post- Institutional Supervision	(1 hour) (1 hour) (1 hour) (1 hour) (1/2 hour) (1/2 hour) (1 hour)
UNIT 4	MANAGEMENT OF SUPPORT NETWORK SYSTEMS (5 hours)	
Unit Objectives	By the end of the Unit, participants should be able to: i. Describe the basic concepts in developing networking capacities ii. List the existing forums for CCPOs networking iii. Identify lead institutions for the listed forums in support networking	

	<ul style="list-style-type: none"> iv. Apply basic/foundational steps in forming support networks v. Share experiences of success stories in support networking vi. Outline challenges faced by the said actors in support networking vii. Make recommendations on how to improve networking within the Juvenile Justice Stakeholders 	
Topics	<ul style="list-style-type: none"> 4.1. Existing Forums for CCPOs Networking 4.2. Experiences of success stories in support networking 4.3. Forming Support Networks 4.4. Basic concepts in developing networking capacities 4.5. Challenges in relation to support networking 4.6. Suggested Recommendations for Support Networking 	<ul style="list-style-type: none"> (1/2 hour) (1 hour) (1/2 hour) (2 hours) (1 hour) (1 hour)
UNIT 5	RECORD MANAGEMENT IN THE JUVENILE JUSTICE ADMINISTRATION	
	(6 hours)	
Unit Objectives	By the end of the Unit, participants should be able to: <ul style="list-style-type: none"> i. Define the relevant concepts ii. Describe the purpose of records in case management iii. State the advantages and disadvantages of record keeping iv. Discuss the importance of information sharing in case management v. Apply record keeping at various levels 	
Topics	<ul style="list-style-type: none"> 5.1 Records 5.2 The Purpose of Records 5.3 Record management 5.4 The Purpose of Record Management 5.5 Mechanisms of Record management 5.6 Types of Record management 5.7 Information sharing 5.8 Challenges in record management 	<ul style="list-style-type: none"> (1/2hour) (1/2hour) (1 hour) (1/2 hour) (1 hour) (1 hour) (1 hour) (1/2hour)
UNIT 6	STAFF SELF- CONTROL AND SELF –CARE	
	(4 hours)	
Unit Objectives	By the end of the Unit, participants should be able to: <ul style="list-style-type: none"> i. Explain the mechanisms of self care ii. Define burnout and stress iii. Identify signs of burnout and stress iv. Apply the principles of stress management in their own lives 	
Topics	<ul style="list-style-type: none"> 6.1 Mechanisms of self care 6.2 Burnout and stress 6.3 The process of stress management 6.4 Self-control skills 	<ul style="list-style-type: none"> (1 hour) (1 hour) (1 hour) (1 hour)

UNIT 7	MONITORING AND EVALUATION (8 hours)	
Unit Objectives	By the end of the Unit, participants should be able to: <ul style="list-style-type: none"> i. Explain the terms used in relation to Monitoring and Evaluation as well as Quality Assurance ii. Describe how to undertake Monitoring and Evaluation approach in JJS iii. Describe each stage of Monitoring and Evaluation iv. Explain the features of impact assessment v. Apply the institutionalization of Monitoring and Evaluation in JJS vi. Describe key components of data management vii. Explain the meaning of supervision viii. Explain the definition of peer support and peer review mechanism ix. Explain the meaning of mentoring x. Explain the meaning of coaching xi. Apply the relevant techniques of monitoring and evaluation for quality work. 	
Topics	7.1 Monitoring 7.2 Evaluation 7.3 Quality Assurance 7.4 Rationale of monitoring and evaluation for CCPOs 7.5 Monitoring and Evaluation approach in JJS 7.6 Monitoring and Evaluation tools 7.7 Impact Assessment 7.8 Evaluation and Decision Making 7.9 Institutionalization of monitoring and evaluation for CCPOs in JJS 7.10 Data Management 7.11 Supervision 7.12 Peer Support 7.13 Mentoring 7.14 Coaching 7.15 Application of Information Communication Technology in JJS	(1/2 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1/2 hour) (1/2 hour)
UNIT 8	EMERGING ISSUES (11 hours)	
Unit Objectives	I. Identify Children infected and affected by HIV/AIDS II. Explain various impacts of HIV and AIDS on Children III. Understand the role of CCPOs to the issue of HIV/AIDS IV. Explain the meaning of parenting V. Explain the forms of parenting styles and their effects VI. Apply the concept functional family Therapy VII. Explain the meaning of discipline VIII. Explain types of discipline	

	IX. Discuss the meaning of corporal punishment as a form of discipline and effects of corporal punishment on the child	
	X. Apply alternative methods to corporal punishment	
TOPIC	8.1. Children infected and affected by HIV AND AIDS	(1 hour)
	8.2. Impact of HIV and AIDS on Children	(1 hour)
	8.3. The Roles of the CCPO to ensure the rights of children affected by HIV/AIDS	(1 hour)
	8.4. Effective Parenting Skills	(2 hours)
	8.5. Functional Family Therapy	(4 hours)
	8.6. The concept of discipline	(1 hour)
	8.7. Various forms of Corporal Punishment and the causes	(1 hour)
	8.8. Corporal punishment and legal implication	(1/2 hour)
	8.9. Alternative disciplining of Children	(1 and 1/2 hours)

2.5. Program Duration and delivery:

- a. The course will be delivered through a variety of face to face methods including lectures and group discussions.
- b. The course will be divided into three Modules.
- c. The first phase comprises **ten days (6 hours per day x 10 days)** of face to face engagement in training of a total of **60 hours**.
- d. This will be followed by **several months** of workplace assignments. During this period, they will choose a work plan based on what they have learnt and write a detailed proposal of the change they will make in their places of work.

1. 8.30-10.30	= 2 hour session
10.30-11.00= break	
2. 11.00-1.00	=2 hour session
1.00-2.00= lunch	
3. 2.00-4.00	= 2 hour session
4.00-4.30= break	
4. 4.30-6.30	= 2 hour session (optional)

Unit rearrangement

MODULE I

1. JJS in Kenya
 - a. JJAs and their roles
2. Statutory institutions
3. General principles relating to JJS
4. Introduction to case management
5. Procedures in handling children in need of care and protection
6. Procedures in handling children in conflict with law
7. Procedures in adoption, guardianship, and foster care
8. Theories of juvenile behaviour
 - a. Developmental Approach
 - b. Humanistic Psychology
 - c. CBT (Concept of CBT, Components of CBT, Challenges of CBT, and Justification of CBT in rehabilitation treatment of children)
9. Assessment
10. ITP/ICP
11. Skill and techniques in case management
12. Guidance
13. Counselling
14. Children with special needs in JJS
15. Crisis intervention
16. Report writing
17. Support networks
 - a. Introduction to Support net work
 - b. Factors influencing support network
 - c. Existing support net works
 - d. Management of support net works

18. Emerging issues
 - a. HIV/AIDS
 - b. Parenting
 - c. Alternatives to corporal punishment
19. Record management
 - a. Records management
 - b. Data management
 - c. Information sharing
 - d. ICT
20. Staff support programmes
 - a. Peer support
 - b. Mentoring
 - c. Coaching
21. Introduction to monitoring and evaluation

MODULE II & III

1. Care and protection guidelines for children in statutory institutions (*former introduction to rehabilitation*)
 - a. Procedure in admission
 - b. Daily schedule of statutory institution

2. Assessment
 - a. Component of risk assessment
 - b. Assessment tools
 - c. Practical aspect of assessment in Kenya

3. ITP/ICP
 - a. Guidelines of formulating ITP/ICP
 - b. Role of key players
 - c. Progress of ITP/ICP

4. Skills and techniques in case work
 - a. Principles of social work
 - b. Group work
 - c. Community work
 - d. Treatment of child offender at community level
 - e. Role of case managers

5. CBT application;
 - a. SST
 - b. Crisis / Trauma in children / Trauma Focused-CBT
 - c. Anger management
 - d. Drug and substance abuse
 - e. Sexual offenders

6. Post institutional supervision

Annex-11-B-1

The template to develop your Work Plan – Module I Group2

Use the following template to come up with an action plan based on the key learning points in each of the Sessions covered in this Module.

Session Title	Lessons learned	Areas of application	Activities
Introduction to JJS			
Overview of JJS process and roles of JJAs			
General Principles in handling children within the JJS			
International legal instruments			
National Legal instruments			
Theories of Juvenile Behaviour			
Introduction to Case			

management			
Rehabilitation At institutions, and community			
Introduction to networking			
Factors related to networking			
Report Writing			
General Code of Conduct			

CAPACITY BUILDING FOR CHILD CARE AND PROTECTION OFFICERS IN THE KENYAN JUVENILE JUSTICE SYSTEM

Individual CCPO Training work plan (CCPO Targeted Group2)

Name of Trainee: _____ PF no _____

Department: _____ Designation _____

Station _____ County _____

Date _____ Practicum one (1)

Trainee PAS	Performance Gaps	Objectives	Activities	Resources required	Actors	Indicators	Time Flame
<i>What is in the trainee PAS that is relevant</i>	<i>Areas of challenge in the implementation of the PAS/Work plan</i>	<i>SMART: Specific Measurable Achievable Time Bound (What do you want to achieve)</i>	<i>How to Tackle the gaps</i>	<i>What resource will you need</i>	<i>People the officer work with to implement activities</i>	<i>How do you know that the activities have been implemented (Indicates)</i>	<i>3 months</i>
<p>What went well/ What did not go well <i>*remarks on positive impacts and challenges</i></p>							

Trainee PAS	Performance Gaps	Objective(s)	Activities	Resources required	Actors	Indicators	Time Flame
(SAMPLE) PREPARATION OF SOCIAL ENQUIRY REPORT	<ul style="list-style-type: none"> - Inadequate information in social Enquiry report. - Lack of reference to the national standard 	<ul style="list-style-type: none"> - To provide adequate information in 5-10 social Enquiry Reports - To prepare 5-10 Social Enquiry Reports that are in line with National Standard 	<ul style="list-style-type: none"> - Identify sources of information - Carry out in-depth interview - Prepare SIR in line with the National Standard - Make prompt submission to the Court 	Transport Air time Stationaries Computer Printer	Child Parents School Relatives Community Other Children Officer DCO PCO Court Police	<ul style="list-style-type: none"> - Quality Reports developed in line with National Standard - Number of days taken to submit a report - 	3 months
	<ul style="list-style-type: none"> - Inadequate sharing Social Enquiry Report 	<ul style="list-style-type: none"> - To send SIR to all relevant agencies at various stages of Juvenile Justice Process 	<ul style="list-style-type: none"> - Collect, collate and send all information on all children handled - 	Air time Stationaries Computer Printer	Other Children Officer DCO PCO Court Police Other relevant Stakeholders	<ul style="list-style-type: none"> - Number of reports submitted to other agencies - Number of cases, such as diversion handled 	3 months

						with SIRs - Number of ITP/ICP developed with SIRs	
What went well/ What did not go well - Court was very impressed. - Officer in charge did not facilitate							

***Implementation period for work plan is 3 months.**

CAPACITY BUILDING FOR CHILD CARE AND PROTECTION OFFICERS IN THE KENYAN JUVENILE JUSTICE SYSTEM

Individual CCPO Training work plan CCPO Targeted Group2 Practicum one (1)

Name of Trainee: _____ **PF no** _____

Department: _____ **Designation** _____

Station _____ **County** _____

Trainee PAS	Performance Gaps	Objectives	Activities	Resources required	Actors	Indicators	Time Flame
							3 months
<p>What went well/ What did not go well</p>							

***Implementation period for work plan is 3 months.**

GUIDELINES FOR SUPERVISION OF CCPO TRAINEES FOR PRACTICUM

Trainees will develop and implement an **individual work plan** and undertake a **group assignment** after every residential training.

INDIVIDUAL

Trainees are provided with a template to help them to come up with an action plan based on their own PAS and the key learning points per session.

Each trainee uses the template of work plan provided to develop an individual work plan that he or she will implement during the Practicum sessions.

1. CCPO Trainees will brief immediate supervisors on the course content and their work plans.
2. If modification of the work plans is necessary, they will do so in consultation with their immediate supervisors.
3. Immediate supervisors will supervise the implementation and progress of the work plan of CCPO Trainees.
4. Immediate supervisors will be expected to prepare and submit supervisors report to NIT Secretariat.
5. NIT members will conduct one monitoring visit per practicum
6. CCPO Trainees should submit the progress report on their individual work plans to the immediate supervisors as well as CCPO Project Secretariat. CCPO Trainees should submit the report to Secretariat during the next residential training, except for Module III Training.

GROUP

CCPO trainees will form consultative groups that constitute a fair representation of all the JJAs and any other relevant stakeholders per station.

CCPO consultative groups will separate from the existing forums, such as AAC, Court Users Committee, and Case Conferences.

Step should be as follows.

Practicum1

Immediately after Training Module I, CCPO Trainees should form CCPO Consultative groups in areas of their stations.

They are expected to conduct mapping of stakeholders in their locality which they can work with for their assignments.

CCPO Trainees will submit the name list of members of Consultative groups and Directory of stakeholders in children sector in their areas to their immediate supervisors. Also, trainees will bring the same to NIT Secretariat at the time of Module II training.

Practicum2/3:

Practicum 2 will be conducted after module II and Practicum 3 after Module III respectively

Specific group assignments will be drawn from the various stages of the care path way of the Juvenile Justice.

CCPO Consultative group can choose 1 assignment which is suitable to their circumstances in their areas.

The assignment should be submitted to immediate supervisors and they will send a copy of them to NIT Secretariat with their own covering report.

Group Work Assignment

NETWORK STAGES:

1. Prevention of Juvenile Delinquency and Child Abuse

Actors: 5 JJAs and other stakeholders

Meeting will be held by 5 JJAs and others to identify the prevalent forms of child abuse, or anti-social behaviour among juveniles. Choose one or two (either delinquency or child abuse) issues in the communities, and develop the activities targeted towards prevention and implement.

Assignment: Report on implementation of activities as a group to the communities, which include the details such as participated actors, targeted groups, venues, and dates.

2. Rescue:

Child Care Protection

Actors: Police, Children, Court, and other stakeholders

Meeting of Rescue Cases will determine the rescue measures including referral, identify actors to be involved in, and develop Care Plans.

Assignment: Report including the detailed record of procedure for 2 cases, the roles of each JJA to handle with the issues, and challenges, and 2 developed care plans.

3. Diversion:

Diversion of child offender/Restorative Justice for victims

Actors: Police, Children, Probation, school, parents, relatives, and stakeholders

Meeting of Diversion will be held to refer to proposed amendment of Children Act and other relevant reference materials for the diversion procedure. Then meeting will do examination of background of a child, make a decision, and make a treatment plan at the community level after diversion.

Assignment: Report including the detailed record of procedure for 2 cases, the roles of each JJA to handle with the cases, and challenges

4. Court proceeding/Remand

Actors: Children (Manager of Remand home, DCO), Probation, Police Magistrate, and other stakeholders

Meeting held by magistrates to pick up 2 specific delayed cases, and discuss on the influencing factors to court delay/ long remand period for children, resolution, and implementation of resolution.

Assignment: Report including the detailed record of procedure for 2 cases, discussion record of meetings and challenges

5. Community Stage Rehabilitation

Actors: Children, Probation, Police, Magistrate, Provincial administration, CBOs, FBOs, CSOs, schools

Meeting will be held to identify the children (on Probation order or Children Supervision order) and formulate ITP outlining how they will rehabilitate the child and roles of each actor in a group. Meeting will discuss the child and record all the intervention strategies.

Assignment: Report on 2 cases of rehabilitation at the community level either on Probation order or Children Supervision order, which includes record of intervention and challenges.

6. Exit Strategy at the level of institution

Actors: Prisons, Children (Institution staffs), Probation Officers, court, school, family members, peers, and other stakeholders

Meeting will be held to share the progress report on the implementation of ITP/ICP from institution with family members, provincial administration, school, or etc. and to communicate with relevant field officers to get information on home environment through EAR.

Family visit will be organized in institution with cooperation with other stakeholders.

Assignment: Report including the detailed record of procedure for 2 cases, record of discussion in meetings and challenges

7. Re-integration and Aftercare

Actors: Probation, Children, Institutional staffs, court, schools, Community members, Family members, NGOs, FBOs, CBOs, and others. Preparation for discharge board/ school committee meetings in institutions should be held.

Meeting will do the summative evaluation of Implementation of both ITP/ICP and EAR, formulate aftercare plan based on that, and share the plan with the relevant field officers so that they can follow up the plans at the community level.

Assignment: Report on 2 cases of discharge board/school committee meetings. Regarding aftercare, at least 2 plans for aftercare formulated by a group.

DAILY EVALUATION

DAY X on Yth MONTH, YEAR

YOUR JJA _____

SESSION _____ FACILITATOR _____

1. Please insert summarized comment for the session in the columns provided for What Went Well (WWW) and What Can be Improved (WCI)

	What Went Well (WWW)	What can be Improved (WCI)

2. Facilitator's approach and methods used:

Please rate these aspects of the course on a scale

1 = poor, 2 = moderate/satisfactory, 3 = good 4 = very good, 5 = excellent

1 2 3 4 5

Comments: (You may wish to comment on pace/balance/variety/use of teaching aids/attitudes)

3. Content: Was the content relevant to your work? **Yes/No**

Comments: (2-3 sentences)

4. Time allocated to the session is appropriate? **Yes/No**

Comments: (2-3 sentences)

)

5. Are there Overlapped contents with other sessions **Yes/No**

Comments: (2-3 sentences)

Annex-11-C-2

CCPOs END OF COURSE EVALUATION FORM

The purpose of this evaluation form is to get feedback on the Course you have just completed.
Please fill in all the gaps.

« Contents of Programme/Sessions »

On a scale of 1 to 5, please rate the following (Tick the response that best applies).

5= strongly agree; 4= Agree; 3= Unsure; 2= Disagree; 1= Strongly disagree

		1	2	3	4	5
1	The content of the course met my expectations					
	<u>Comment</u> The most useful session in improving your work.					
2	The course was clearly Presented					
	<u>Comment</u> Please indicate any areas of the course that you found difficult to understand					
3	Enough time for discussions and queries were provided					
	<u>Comment</u> Give us recommendation on the areas which are required to have more discussions/ group works in the whole course.					
4	The background information, materials and presentations were quite useful					
	<u>Comment</u> Give us any advice on materials (handouts) and how to conduct presentations.					
5	The time allotted for the course was adequate					
	<u>Comment</u> Give us your view on sessions which particularly need more time, and on the contrary, which have to reduce due to overlaps of contents.					
6	The sequence of each session is appropriate throughout the module					
	<u>Comment</u> If you have any alternative sequence of sessions, Please indicate it.					

Rating Scale: 5= excellent; 4= v. good; 3= fairly good; 2 = poor; 1= very poor (Please Tick one)

	Item	1	2	3	4	5	COMMENTS
1	Cleanliness of the rooms						
2	Comfort in the seminar room						
3	Freshness of the food						
4	Professionalism of the staff						
5	Appropriateness of venue						
6	Responsiveness to your needs						
7	Course coordination						
8.	Provision of resource materials						
9	Overall rating of the course						

THANK YOU FOR YOUR FEEDBACK AND IDEAS

Evaluation Sheet for the CCPO Pilot Training (Residential Training)

- overall objectives:**
1. Quality of CCPO Training is improved through implementing and monitoring Pilot CCPO Training.
 2. Management system for CCPO Training is developed.

Sub Goals	Items	Evaluating Method	Evaluation Scores	Importance	Modified Scores	Challenges/ Areas of Improvement	Recommendations/ Our Work Plan
1. Participants	Selection of Participants in the five JJAs	Discussions in Review Meeting		3			
	Assesment of the trainee's needs	Discussions in Review Meeting		2			
	Relevancy to the Needs of Participants	Discussions in Review Meeting		2			
	Achievement of the trainees	Discussions in Review Meeting Feedback from Participants' supervisors Feedback from Participants		3			
	overall Attitude of participants	Discussions in Review Meeting		3			
	CCPOs positive participation	Discussions in Review Meeting		3			
	Participants understanding and grasp of contents	Discussions in Review Meeting		3			
2. Budgeting	timely preparation of the budget	Discussions in Review Meeting		3			
	Adequacy and availability of the funds	Discussions in Review Meeting		3			
	effeciant utilization of the funds	Discussions in Review Meeting		3			

Sub Goals	Items	Evaluating Method	Evaluation Scores	Importance	Modified Scores	Challenges/ Areas of Improvement	Recommendations/ Our Work Plan
3.Logistics	Venue (Classroom)	Discussions in Review Meeting Feedback from Participants		2			
	Venue (Accommodation)	Discussions in Review Meeting Feedback from Participants		2			
	Transportation	Discussions in Review Meeting Feedback from Participants		2			
	Discussion room/ facilities	Feedback from participants		1			
	Number of participants	Feedback from participants		1			
	Meals and refreshments	Feedback from participants		2			
	Equipments	Feedback from participants		1			
	Stationary	Feedback from participants		1			
	4. period of the training	Daily programme	Feedback from participants		2		
Module Duration		Feedback from participants		2			
Module timing		Feedback from participants		2			
Length of the CCPO Pilot Training		Discussions in Review Meeting Feedback from Participants		1			
Timing of the CCPO Pilot Training		Discussions in Review Meeting Feedback from Participants		2			

Sub Goals	Items	Evaluating Method	Evaluation Scores	Importance	Modified Scores	Challenges/ Areas of Improvement	Recommendations/ Our Work Plan
5.Facilitators' learning & teaching Materials	Contents of Facilitators' Manuals	Discussions in Review Meeting Feedback from Trainers		3			
	Relevance of content	Discussions in Review Meeting		3			
	User friendliness	Discussions in Review Meeting		1			
	Adequate classification/flow of modules	Discussions in Review Meeting		2			
	Provision for review & amendment of the facilitators train	Discussions in Review Meeting		2			
	Sufficient copies for trainers	Discussions in Review Meeting		1			
	Updated/Current information	Discussions in Review Meeting		3			
	6.Training Sessions	Contents of Lectures, Relevance, accessible reference	Discussions in Review Meeting Feedback from Participants		3		
Delivery of Lectures, methods of training		Discussions in Review Meeting Feedback from Participants		3			
Time Allocations to Lectures		Discussions in Review Meeting Feedback from Participants		2			
Norms set forth for the lectures , Participants' Compliance and attitude		Discussions in Review Meeting		2			
Overall Time Management		Discussions in Review Meeting Feedback from Participants		2			
learning resource Materials, Handouts and extra cirricu		Discussions in Review Meeting Feedback from Participants		2			

Sub Goals	Items	Evaluating Method	Evaluation Scores	Importance	Modified Scores	Challenges/ Areas of Improvement	Recommendations/ Our Work Plan
7. Networking/collaboration	representation in key implementation committees	Discussions in Review Meeting		3			
	Joint-budgeting	Discussions in Review Meeting		3			
	joint-nomination of trainee/participants	Discussions in Review Meeting		3			
	Sharing of information	Discussions in Review Meeting		3			
8. Communication	Handouts	Discussions in Review Meeting Feedback from Participants		3			
	Timing	Discussions in Review Meeting Feedback from Participants		3			
	Mode of communication	Discussions in Review Meeting Feedback from Participants		3			
	Follow-up	Discussions in Review Meeting Feedback from Participants		2			
	crisis intervention/ dealing with emerging issues	Feedback from Participants		3			
	Sharing of information	Feedback from Participants		3			

coordination (insert what is in group 3)

pick the tools by group 3 and the secretariat to look at it, a small group will evaluate

consider including a column for indicators / parameters / factors or issues that would be used as basis / measures for assessing the ccpo pilot training (relevance)

Evaluating Scores		Importance/ Difficulty	
-Good	3	-High	3
-Fair	2	-Moderate	2
-Poor	1	-Low	1

*Modified Scores = Evaluation Scores (Raw Scores)*Importance/Difficulty

A Sample: Evaluation Sheet for the CCPO Pilot Training (OJT Supervision)

Sub Goals	Items	Evaluating Method	Evaluation Scores	Importance/ Difficulty	Modified Scores	Challenges/ Areas of Improvement	Recommendations/ Our Work Plan
Participants	Group formation						
	Contents of discussion						
Supervision	Supervision						
Budgeting	Budgeting						
Logistics	Venue for Conference						
	Transportation						
	Equipments/Stationary						
Frequency/Timing	Frequency of Conference						
	Timing of Conference						

***Knowledge Assessment Tool
Answer Sheet***

CCPO Project
(Ver. 1.1.2: Last revised on 01-09-2011)



Note

This paper is for authorized people only.

Thematic Area One

1. Fill in the blanks. (1 mark)

According to Sec. 73 of the Children Act, (**the Children's Courts**) hear cases of any charges against a child, other than a charge of (**murder**) or a charge in which the child is charged together with a person or persons of or above the age of (**eighteen**) years.

Answer: One mark is given if three correct answers are given.

(Source: the Children Act)

2. Fill in the blank. (1 mark)

The words "conviction" and "sentences" shall not be used in relation to a child dealt with by the Children's Courts. The magistrates/ judges instead use ().

Answer: Found guilty as charged.

(Source: This question is quoted from the teaching manual.)

3. Fill in the blanks (2 marks)

Where a child is apprehended with or without a warrant on suspicion of having committed a criminal offence, he shall be brought before the court (i). Provided that no child shall be held in custody for a period exceeding (ii) hours from the time of his apprehension, without the leave of the court.

i) The first blank

- a. as soon as recognizably possible.
- b. within twenty four hours.
- c. on the same day.
- d. none of the above.

ii) The second blank

- e. twenty four
- f. twelve
- g. seventy two
- h. none of the above

Answer: The first blank, "a" (1 mark), the second blank, "e" (1 mark)

(Source: This question is quoted from the teaching manual and the Child Offenders Rules.)

4. Concerning the following children cases,

- a child who is truant or is falling into bad associations
- a child who is prevented from receiving education
- a child who is exposed to domestic violence
- a child who is pregnant
- a child who is found begging or receiving alms

according to Sec. 119 of the Children Act, which statement is most appropriate? (2 marks)

- a. All the cases are CNCP (Children in Need of Care and Protection)
- b. None of the cases are CNCP
- c. "A child who is truant or is falling into bad associations" is a child offender.
- d. All the cases are classified as children offenders.

Answer: a.

(Source: This question is quoted from the teaching manual and the Children Act.)

5. The followings are examples of general principles applied in the court proceedings for children. State four more general principles. (4 marks)
- The Court may grant a legal representation to an unrepresented child. Legal assistance is to be provided by the government when the child is unable to obtain one.
 - The child shall be presumed innocent until proven guilty by a competent court.

Answer: One mark is given to any one critical ingredient (Maximum 4marks)

- The child shall be promptly and directly informed of the charge against him.
- The child shall have a right to expeditious trial.
- The child shall not be compelled to give testimony or confess guilt.
- The child has a right to a free interpreter.
- The child has a right to appeal if found guilty.
- The child's privacy shall be respected.
- Children with disabilities have a right to special care and dignified treatment.
- Best interest of the child principle shall be the primary consideration in all decisions.
- Child participation principle must be applied at all stages to ensure that children are active participants in all decision affecting them.
- Reasonable and affordable bail to be granted in all offences.
- Efforts should be put towards avoiding separation of the child from parent as much as possible.
- The burden of proof is always on the prosecution.
- The standard is beyond reasonable doubt.
- No child shall be sentenced to death.
- No child shall be subjected to corporal punishment.

(Source: This question is quoted from the teaching manual.)

6. State the steps taken after a plea of not guilty is entered. (3 marks)

Answer: Award at any of the underlined concepts, 1 mark each. (Maximum 3marks)

- A hearing date for the case is given immediately after plea of not guilty is entered.
- Grant the child bond/bail.
- Witnesses summons are issued.
- At the close of the prosecution case, if the child has a case to answer, the child is put to his or her defence and section 211 of CPC is explained.
- The child is heard in his or her defence.
- The child is given an opportunity to submit on the evidence.
- At the close of the hearing, the court shall consider the evidence on record.
- The trial magistrate shall write judgement based on the evidence on record and enter finding of guilty or innocent.

- If the court finds the child guilty as charged, the court will pass sentence or make final order.
- If there are any welfare cases arising, the court will make orders in accordance with Children Act.

7. Among the following international instruments, which one is binding for the child/ juvenile? (1 mark)

- The United Nations Minimum Rules for the Administration of Juvenile Justice (the “Beijing Rules”)
- The United Nations Guidelines on the Prevention of Juvenile Delinquency (the “Riyadh Guidelines”)
- The United Nations Universal Declaration of Human Rights
- The United Nations Convention on the Rights of the Child

Answer: d.

(Source: Originally created.)

8. Define adoption. (2 marks)

Answer: Award at any of the underlined concepts, 1 mark each. (Maximum 2marks)

Adoption entails the complete severance of the legal relationship between a child and his/her biological parent(s) and the establishment of a new legal relationship between the child and his/her adoptive parents. The child becomes of the adoptive parents with all rights.

(Source: NIT members created this question.)

9. Outline the main steps in an adoption process. (4marks)

Answer: One mark is given to any correct answer. (Maximum 4marks)

- The child is at least six weeks old and declaration of a child free for adoption by a registered adoption society
- Assessment of prospective adoptive parents by a registered adoptive society
- Placement of the child with applicant(s)
- Three months mandatory bonding period within the republic of Kenya
- Filing of adoption before High Court by an advocate of the High Court
- Issuance of adoption certificate by the Registrar General who maintains the adopted children’s register

(Source: NIT members created this question.)

Sub total

Thematic Area Two

1. Which of the the following best describes case management within the context of CCPO? (2 marks)
- The sum of all activities the CCPO engages in to assist a delinquent child towards behaviour change and responsibility for those with social problems
 - Activity that a children’s officer engages in to address the problems of a child in need of care and protection
 - The processing of cases in court
 - The collection, storage and dissemination of case records

Answer: a.

(Source: NIT members created this question.)

2. In case management, what is understood as ‘modular model’ of case management? (1 mark)
- An officer receives and screens a child to get immediate needs for the purposes of classification and referral to other agencies.
 - An officer assesses a child and refers the offender to a specialized programme.
 - An officer assesses the child before embarking on one range of structured programme which they themselves deliver.
 - An officer uses one technique to address the child’s needs.

Answer: c.

(Source: NIT members created this question.)

3. What is a “social inquiry report”? (3 marks)

Answer:

One mark is given to each critical ingredient. (Maximum 3marks)

- Social inquiry report is an official document prepared for the court by a probation officer or children’s officers.
- Social inquiry report contains information from an inquiry done on the child and family background.
- Social inquiry report guides the court on arriving at a suitable case disposal for the child.
- Social inquiry report recommends to the court on the best method of disposal of the case taking cognisance of the best interest of the child, risk and needs and aims at forestalling behaviour problem.
- Social inquiry report identifies requisite resources and actionable areas. It is best written in prose and in accordance to certain institutional standards.

(Source: NIT members created this question.)

4. What is an “environmental adjustment report”? (3 marks)

Answer:

One mark is given to each critical ingredient. (Maximum 3marks)

- An environmental adjustment report is a document prepared on a child held in an institution for pre-release decision making.
- An environmental adjustment report assesses the situation at the home where the child is due for release to the community for reintegration and aftercare services. An environmental adjustment report considers the community acceptance, preparedness, victim feelings, care arrangements, accommodation and risk of recidivism.
- An environmental adjustment report contains suggestion on what necessary conditions the releasing authority should consider or place on the child, guardian or a supervising agency/officer.

(Source: NIT members created this question.)

5. Describe the 'risk principle' in offenders' treatment. (1 mark)

Answer:

Matching the level of service/treatment to the offender's risk to re-offend.

(Source: NIT members created this question.)

6. Describe the 'need principle' in offenders' treatment. (1 mark)

Answer:

Assessing criminogenic needs and targeting them in treatment which involve matching the level of service/treatment to the offender's risk to re-offend

(Source: NIT members created this question.)

7. What is an Individual Treatment plan (ITP)? (3 marks)

- a. It is a map showing the problems in a child
- b. It is an illustration of what a child needs to do to address the problem
- c. It is the chart that outlines and defines the course of treatment for children.
- d. It is a theoretical outlay of what JJAs need to do with a problem child

Answer: c.

(Source: NIT members created this question.)

8. In case management, what are the methods used to evaluate the progress of ITP/ICP? Name them. (3 marks)

a.

b.

c.

Answer: Any three of the following. One mark is given to a correct answer.
(Maximum 3 marks)

- Interviewing
- Essay
- Diary Keeping
- Academic and vocational examination
- Behavioural observation
- Evaluation after group activity
- Evaluation after parents/guardians visit
- Health reports
- Supervision progress record

(Source: NIT members created this question.)

9. Name any three of the guiding principles in aftercare for children. (3 marks)

a.

b.

c.

Answer: Any three of the following. One mark is given to a correct answer.
(Maximum 3 marks)

- Progressively increase responsibility and freedom
- Facilitating client; community interaction and involvement
- Working with both offenders and targets community support system
- Developing new resources, support and opportunities
- Monitoring and testing
- Child centred and guided by child's needs
- Positive approach that builds on child's strengths, abilities and aspirations
- Multidisciplinary approach carried out in partnership
- Participatory and flexible allowing room for adjustments
- Respects privacy, confidentiality and seeks consent for sharing information
- An ongoing process that embeds monitoring and evaluation
- Promotion of effective communication between the child, institution and the community

(Source: NIT members created this question.)

Sub total

Sub total

Thematic Area Three

1. Name two documents that you make reference to in the formulation of ITP. (2 marks)

Answer:

One correct answer is given one mark.

Two correct answers are given two marks.

Answers are any of the followings.

Social enquiry reports, committal orders, etc.

(Source: NIT members created this question.)

2. According to psychoanalytic theory by Sigmund Freud, what are the three personality structures that explain human behaviour? (1 mark)

Answer: One mark is given only when three correct answers are provided.

a. **Id**

b. **Ego**

c. **Super-Ego**

(Source: NIT members created this question.)

3. What are some of the challenges facing children in the process of reintegration? (2 marks)

Answer: Any two of the following. One mark is given to a correct answer.

(Maximum 2 marks)

After exiting the institution, the child faces various threats includes;

- stigma,
- rejection,
- incompatibility of learned values with values at home,
- feelings of inadequacy,
- inapplicability of skills obtained,
- lack of tools and resources to start up small business and so on

More often than not, children are unable to withstand such challenges, and may revert to the streets, or to the original state of affairs

(Source: NIT members created this question.)

4. Answer the following questions about the exit strategy.

- a) Explain when exit strategy plan should start for children rehabilitation institutions. (1 mark)

Answer:

One mark is given to correct answer.

Exit strategy is supposed to begin as soon as the child is received.

(Source: NIT members created this question.)

- b) When starting exit strategy, what should be done? (2 marks)

Answer:

One mark is given to each critical ingredient. (Maximum 2marks)

Communicating with the parents/guardians, the DCO, DPO.

Giving progress reports of the child.

Getting home reports by the committing offices on the environment.

(Source: NIT members created this question.)

5. Choose appropriate option/ Fill in the blank. (2 marks)

Children remand homes are established under section 50 of the Children Act (2001), for detention of children. The 5th schedule, sub-section 10(1) states that children who have not been released on bail shall be kept at a children's remand home.

Children Remand Homes should only admit

- a. child offenders, boys and girls aged 10 -17 years and whose cases are being processed by the children's court.
- b. child offenders and children in need of care and protection, boys and girls aged 12 - 17 years and whose cases are being processed by the children's court.

For () purpose only, all children's remand homes shall have a special unit for children in need of protection and care, aged between 10 - 17 year.

Answer: Multiple-choice question's answer is "a."

"Fill the blank" question's answer is "safe custody".

One mark is given to each correct answer.

(Source: NIT members created this question.)

6. Choose appropriate option/ Fill in the blank. (2 marks)

Rehabilitation schools are established under Section 47 of the Children's Act 2001, to provide rehabilitation of children in conflict with the law.

Section 53 makes provision for duration of stay

For the purpose of effective treatment, child offenders are classified into

- a. Five categories, b. Four categories, c. Three categories

depending on the frequency, duration, prioritization and intensity of committed offences. Classification of child offenders will determine the institutions they go to. Children admitted to Rehabilitation schools shall be between 10 to () years.

Answer: Multiple-choice question's answer is "c."

"Fill the blank" question's answer is "17".

One mark is given to each correct answer.

(Source: NIT members created this question.)

7. Name two rationales of the Children Rescue Centres. (2 marks)

Answer: One mark is given to each critical ingredient (Maximum 2marks)

- Mixing up of CNCP rescue cases with children in conflict with the law in the children's remand homes.

- Overstaying of children at the remand homes.
- Due to disability and other special needs; having over-age children at the Nairobi Children's Home.

(Source: NIT members created this question.)

8. Answer the following questions. (2 marks)

Under which act Borstal institutions are established?

- The Children Act
- The Prisons Act
- The Borstal Institutions Act
- Young Offenders Act
- YCTC and Borstal Act

Answer: c.

One mark is given to correct answer.

Children admitted to Borstal Institutions shall be

- Between 15 -17 years
- Between 16 -19 years
- Between 14 -19 years
- Between 14 -21 years

Answer: a.

One mark is given to correct answer.

9. The following is quoted from Sec. 67, Cap. 90 of the Prisons Act.

“Notwithstanding the provisions of any other written law, where a person, who has attained the apparent age of () years but has not attained the apparent age of () years, is convicted of an offence not punishable with death, the court may sentence such person to corrective training in a youth corrective training centre for a period of () months.”

When three blanks are filled, which will be the correct combination? Choose the most appropriate option among a., b., c., and d. (1 mark)

	First blank	Second blank	Third blank
a.	Seventeen	Twenty-one	Four
b.	Eighteen	Twenty	Twelve
c.	Seventeen	Nineteen	Five
d.	Eighteen	Twenty-one	Four

Answer: a.

One mark is given to correct answer.

(Source: This question is modified from the one NIT members created.)

10. Name two skills/techniques used for anger management. (2 Marks)

Answer: One mark is given to each critical ingredient. (Maximum 2marks)

- Taking time out
- Getting some space
- Getting some exercise
- Identifying solutions to the situation

- Using 'I' statements when describing the problems
- Using humour to release tensions
- Practicing relaxation skills
- Thinking carefully before saying anything

(Source: This question is quoted from the teaching manuals.)

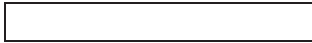
11. Which statement is NOT correct? (1 mark)

- Cognitive behavioural therapy does not exist as a distinct therapeutic technique. The term "cognitive behavioural therapy" is a general term for a classification of the therapies with similarities.
- Examples of cognitive behavioural therapies are psychoanalysis and person-centred counselling.
- Under cognitive behavioural therapies, the therapist helps the client become aware of thought distortions that result in psychological distress.
- Significant work has been done in this area and research findings indicate that cognitive behavioural therapies are effective even in a group setting for the treatment of youth.

Answer: b.

(Source: This question is quoted from the teaching manuals.)

Sub total



Thematic Area Four

1. Explain a volunteer probation officer (VPO) (2 marks)

Answer: One mark is given to each critical ingredient. (Maximum 2marks)

- A VPO is a person who willingly provides selected services of a probation officer.
- A VPO performs his/her duty without being paid for his/her service.
- He/she has been mandated to perform the duty by an authorized body (Probation and After Care services).

(Source: NIT members created this question.)

2. Name six items of information you need when making a referral. (3 marks)

Answer: One or less critical ingredient is given zero marks.

Two to three critical ingredients are given one mark.

Four to five critical ingredients are given two marks.

Six critical ingredients are given three marks. (Maximum 3 marks)

- The full names and date of birth of a child, care givers/any other family members
- The child's careers/parents' full address and telephone numbers
- The ethnic origin, religion and cultural background of the child, its family or careers
- The reason for referral, including a description of any injuries observed, allegations made, discussions with the child or other person, details of witnesses and dates/times/places of alleged incidents
- Details of any action and people you have contacted since the concern arose
- Details of immediate or impending danger to the child
- Details of previous concerns or any relevant background information
- Recommendation by the referring agency

(Source: NIT members created this question.)

3. Answer the following questions. (3 marks)

a. Fill in the blank.

According to the Sec. 32 of the Children Act, () shall establish Area Advisory Councils to specialize in various matters affecting the right and welfare of children shall be established.

Answer: National Council for Children's Services (NCCS) (1 mark)

b. Name four of members of AACs.

Answer: One mark is given to any one correct answer. (Maximum 2 marks)

Police, Probation, Provincial Administration, Children Officers, Teachers, Non-Governmental Organizations representatives and Faith based organizations.

(Source: This question is quoted from the teaching manual and the Children Act.)

4. Explain what kind of roles NGOs (Non-Governmental Organizations) play in the juvenile justice system? (2marks)

Give one mark to any one of the following items. (Maximum 2marks)

- Help in identifying community needs.
- Provide welfare services, mediation within community.
- Defend children's rights, and act as the voice of the marginalized.

(Source: This is quoted from the teaching manual.)

5. The following blanks should be filled by the same word. What is the word? (2 marks)
 () is a strategy for promoting interagency collaboration by better aligning programmes and services found in the locality. The major goal of () to ensure that the target group has access to a broad comprehensive and integrated system of services essential in achievement of desired results. () maybe used by the CCPOs to improve children services in their area. () builds on the community strengths by increasing the frequency, duration, intensity, quality of services and supports in the juvenile justice.

Answer: Mapping

(Source: This is quoted from the teaching manual.)

6. Name the functions of community involvement. (2 marks)

Answer: One mark is given to each critical ingredient. (Maximum 2marks)

- Providing the CCPO agencies and the non-profit organizations with an opportunity to work together toward offender reintegration.
- Encouraging community engagement by providing avenues for dialogue about children's rehabilitation and how they may be reintegrated.
- Strengthening community understanding for the need of reintegration of children.

(Source: This question is quoted from the teaching manual.)

7. Choose the most appropriate word. (2 marks)

() is the process of continuous supervision and support provided to the subject person in the criminal/ juvenile justice system by means of institutional and community based treatment and rehabilitation, and provide support through after care from public and private sector in order to facilitate reintegration into the society.

- CBT (Cognitive Behavioural Therapy)
- Release on licence
- Exit Programmes/ Strategies
- Reintegration

Answer:d.

(Source: This question is quoted from the teaching manuals.)

8. Name three characteristics of a good support networking system. (3 marks)

Answer: Any one of the followings. One mark is given to correct answer.

(Maximum 3marks)

- Shared information
- Clear roles and responsibilities
- Inter-agency referral procedures
- Confidentiality

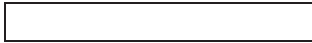
- Open communication and feedback
- Accountability
- Rewards and open acknowledgement etc.

9. The following blanks should be filled by the same word. Fill in the blanks? (1 mark)
() is a programme or process which involves removal or rerouting a child offender away from the existing justice proceeding system, and directs cases involving child offender to community alternative support service. The United Nations Standard Minimum Rules for the Administration of Juvenile Justice (“Beijing Rules”) promotes ().

Answer: Diversion

(Source: This question is quoted from the teaching manuals.)

Sub total



Thematic Area Five

1. Highlight two advantages of court users committee as a monitoring tool. (2marks)

Answer: One mark is given to any one critical ingredient. (Maximum 2marks)

- Provides an opportunity for court users self-assessment
- Helps in innovation and creativity amongst court users
- A platform for sharing assessment skills amongst the committee members
- Promotes networking

(Source: NIT members created this question.)

2. Kamau is a CCPO based at Marsabit County. A case was brought to him against his nephew and a neighbor. Advise him on what he should do. (2marks)

Answer: One mark is given to any one critical ingredient. (Maximum 2 marks)

- Declare the personal interest to his supervisor/relevant authority
- Comply with directive given by the supervisor/ relevant authority
- Refrain from participating in any deliberation with respect to this matter

(Source: NIT members created this question.)

3. Outline four punishments that may be inflicted on a CCPO facing disciplinary action. (4marks)

Answer: One mark is given to correct answer. (Maximum 4 marks)

- Surcharge
- Reprimand (including severe reprimand).
- Deferment of increment
- Withholding of increment
- Stoppage of increment
- Reduction in rank or seniority
- Dismissal

(Source: NIT members created this question.)

4. Define the term civil service code of regulation. (2 marks)

Answer: The Code of Regulations contains selected rules and regulations governing public servants in their day to day activities.

(Source: NIT members created this question.)

5. The power to appoint civil servants is vested in the public service commission. State the other state organs vested with recruitment in the following juvenile agencies. (3 marks)

Answer: One mark is given to each correct answer.

a. The Kenya police (The national police service commission)

b. The judiciary (**Judicial Service Commission**)

c. The prison (**Public service commission**)

6. State six unethical behaviour outlined in the civil service code of regulation that warrants disciplinary measures being taken against an officer who violates the code. (3 marks)

Answer: one or less correct answer is given zero marks.

Two to three correct answers are given one marks.

Four to Five correct answers are given two marks.

Five to Six correct answers are given three marks.

- Conviction for a criminal offence
- Absence from duty without permission
- Drunkenness on duty
- Pecuniary embarrassment
- Falsification of records
- Wilful destruction of Government property
- Insubordination or wilful disobedience
- Refusal to accept work
- Loss of Government property through neglect
- Unauthorized use of stores, vehicles, equipment, etc.
- Undue use of influence
- Private employment without permission
- Disclosure of classified material in contravention of the Officials Secret Act

(Source: NIT members created this question.)

7. Fill in the blanks. (2 marks)

- a. (**Interdiction**) means stopping an officer from carrying out the functions of his office pending investigations, while earning not less than one half ($\frac{1}{2}$) of his basic salary. An officer may only be dealt with this disposition if proceedings which may lead to his dismissal are being taken or about to be taken or when criminal proceedings are being instituted against him.
- b. (**Suspension**) means stopping an officer from discharging the functions of his office pending dismissal from the Service. Under this disposition, one does not earn a salary but may be granted alim entary allowance on requ est. An of ficer may be dealt with this disposition when he has been convicted of a se rious criminal offence, or when as a r esult of the proceedings for dism issal taken against him, the Authorized Officer considers that the officer ought to be dismissed.

Answer: One mark is given to each correct answer.

(Source: NIT members created this question.)

8. Fill in the blank. (2 marks)

According to Sec.4 of the Children's Act, "In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, () shall be a primary consideration."

- a. children's human basic rights
- b. children's privacy
- c. the best interests of the child
- d. protecting children

Answer: c.

(Source: the Children's Act)

Annex-12-1

List of participants in CCPO training (Group 1)

No	Name	Gd	Designation	Station	Agency	Module I	Module II	Module III
1	Njama Daniel Kamau	M	Children's Officer II	Childline	Children	○	○	○
2	Kirui Clarah Chepkirui	F	Children's Officer II	Getathuru RS	Children	○	○	○
3	Kanyithia Penina Mwari	F	Children's Officer II	starehe	Children	○	○	○
4	Mbogo Charles Maina	M	Children's Officer II	Nairobi CRH	Children	○	○	○
5	Munuhe Jane Njoki	F	Children's Officer II	Nbi Children's Home	Children	○	○	○
6	Sandiri Maragaret Rose	F	Children's Officer II	PCO Nairobi	Children	○	○	○
7	Kang'ethe Anne Wangari	F	Children's Officer II	Child Help Line	Children	○	○	○
8	Kegorigo Hudson Imbayi	M	Children's Officer II	Embakasi	Children	○	○	○
9	Kamau Faith Wanjiru	F	Children's Officer II	Kasarani	Children	○	○	○
10	Nyamwega Eunice	F	Children's Officer II	Kibera	Children	○	○	○
11	Njoroge Beth Wanjiku	F	Children's Officer II	Westlands	Children	○	○	○
12	charles tumbo	M	Children's Officer II	Dagoretti Reh	Children	○	○	○
13	John Samuel Mwangi	M	Children's Officer II	Kajiado Central	Children	○	○	○
14	Jennifer Wairimu Wangari	F	Children's Officer II	Kiambu	Children	○	○	○
15	Mekenye Kebati	M	Children's Officer II	Kiambu	Children	○	○	○
16	Mary Wambui Thiong'o	F	Children's Officer II	Kangema (Muranga)	Children	○	○	○
17	Omolo Ruth Nabwire	F	Children's Officer II	Machakos	Children	○	○	○
18	Mandieka Beatrice Barongo	F	Children's Officer II	Machakos Rescue Centre	Children	○	○	○
19	Donald Nyamweya Kebabe	M	Children's Officer II	sotik?	Children	○	○	○
20	Koigi David Mwangi	M	Children's Officer II	Nyandarua South	Children	○	○	○
21	Glays Cheruiyot	F	Children's Officer II	Nyandarua	Children	○	○	○
22	Mwakale Josphat Mumbo	M	Children's Officer II	Nyandarua North	Children	○	○	○
23	Patrick Ayuya Akala	M	Children's Officer II	Lagdura(mwingi)	Children	○	○	○
24	Mankone James Osoro	M	Children's Officer II	Kirinyaga Central	Children	○	○	○
25	Munyao Anne Kakuvi	F	Children's Officer II	Wamumu RS	Children	○	○	○
26	Harrison Mwitii Karikui	M	Children's Officer II	Thika	Children	○	○	○
27	Lilian Njoki	F	Children's Officer II	Yatta	Children	○	○	○

No	Name	Gd	Designation	Station	Agency	Module I	Module II	Module III
28	Harriet Kihara	F	Children's Officer II	Kibera (limuru)	Children	○	○	○
29	Sitati Lenah Nanjala	F	Children's Officer II	Murang'a CRH	Children	○	○	○
30	Kanini Mutegi	F	Children's Officer II	Murang'a East	Children	○	○	○
31	Prisca Kenda	F	Children's Officer II	Mathira	Children	○	○	○
32	Hope Muriithi	F	Children's Officer II	Nyeri	Children	○	○	○
33	Susan Mueni	F	Children's Officer II	Nyeri	Children	○	○	○
34	Faith Kinya Chabari	F	Children's Officer II	Nyeri CRH	Children	○	○	○
35	Patrick Ndirangu	M	Children's Officer II	Nyeri South	Children	○	○	○
36	James Muchangi Nyaga	M	Children's Officer II	Othaya Rehab.	Children	○	○	○
37	Francis Owoko	M		Kasarani CPU	Police	○	○	○
38	Teresia Maina	F	CPL	Buruburu CPU	Police	○	○	○
39	Cyrus Wahome	M	Police Officer	Buruburu CPU	Police	○	○	○
40	Faith Wangui Wafula	F	C.I	Kilimani CPU	Police	○	○	○
41	Christopher Sigowo	M	PC	Police Hqs	Police	○	○	○
42	Wangu Munuhe	F	PC	Kamukunji	Police	○	○	○
43	Brigid Nafula	F	PC	Naivasha CPU	Police	○	○	○
44	Betty Cheruiyot	F	AG.IP	Juja CPU	Police	○	○	○
45	Faith Mumbi	F	CPL	Mwingi CPU (ukasi)	Police	○	○	○
46	Carolyn Makola	F	WDRESS	Kamiti YCTC	Prison	○	○	○
47	George Onchiri	M	WDR	Kamiti YCTC	Prison	○	○	○
48	Mary Waithera	F	CPL	Langata Wome	Prison	○	○	○
49	Jackson Anyanje	M	S/SGT	Shikusa B.I	Prison	○	○	○
50	Sylvester Ngonga	M	CPL	Shikusa B.I	Prison	○	○	○
51	Jane Ndege	F	WDRESS	Shikusa B.I	Prison	○	○	○
52	Charles M. Munene	M	WDR	Shimo B.I	Prison	○	○	○
53	Jesse Chepkoy	M	WDR	Shimo B.I	Prison	○	○	○
54	Daniel Ouso	M	Prison Officer	Shimo B.I	Prison	○	○	○
55	Mary Abima	F	Probation Officer	Kajiado Central	Probation	○	○	○

No	Name	Gd	Designation	Station	Agency	Module I	Module II	Module III
56	Jacinta Wanjiku Gichini	F	Probation Officer I	Githunguri	Probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57	Kepha Anyega Ong'era	M	Probation Officer I	Kiambu	Probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58	Lilian Akinyi Otieno	F	Probation Officer I	Machakos	Probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59	Nathan Lucky Mwandije	M	Probation Officer II	Machakos	Probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60	Peter Maina Mwangi	M	Probation Officer I	Naivasha	Probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61	Grace Wanjiku Gathonjia	F	Probation Officer	Kirinyaga Centr	Probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62	Joseph Jude Oumah	M	Probation Officer I	Thika	Probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63	Agnes Ayuma Otukho	F	Probation Officer I	Thika	Probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64	Olga Auma Bunde	F	Probation Officer I	Kikuyu	Probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65	Robert Omondi	M	Probation Officer II	Kikuyu	Probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66	Rose Wairimu Muriu	F	Probation Officer I	Maragua	Probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67	Rebecca Chemeli Tangut	F	Probation Officer II	Murang'a	Probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68	Charles Otieno Osure	M	Probation Officer I	Murang'a	Probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69	Joseph Ndwiga	M	Probation Officer	kyuso	Probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70	Irene K. Thurania	F	Probation Officer	Nyeri Central	Probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note: No.1~70 completed. The below No.1~9 attended but not completed.

	Name	Gd	Design	Station	Agency	Module I	Module II	Module III
1	Ndung'u Esther Mugure	F	Children's Officer II	PCO Nairobi	Children	<input type="radio"/>	<input type="radio"/>	
2	Ouma Susan Atieno	F	Children's Officer II	Kangundo	Children	<input type="radio"/>	<input type="radio"/>	
3	Margaret Mwihaki Chege	F	Probation Officer II	Limuru	Probation	<input type="radio"/>	<input type="radio"/>	
4	Teresia Wairimu Murege	F	Judiciary	Makandara	Judiciary	<input type="radio"/>	<input type="radio"/>	
5	Samuel Gacheru	M	Judiciary	Machakos	Judiciary	<input type="radio"/>	<input type="radio"/>	
6	Esther Bolee		Judiciary	Naivasha	Judiciary	<input type="radio"/>	<input type="radio"/>	
7	Barbara Ojoo	F	Judiciary	Thika	Judiciary	<input type="radio"/>	<input type="radio"/>	
8	Manwa Enock	M	Children's Officer II	Laikipia East	Children	<input type="radio"/>		
9	Charity Mutai		Judiciary	Kiambu	Judiciary	<input type="radio"/>		

Annex-12-2

List of participants in CCPO training (Group 2)

	Name	Designation	Station	JJA	Module I
1	Koech Chris Kibet	CPL (W)	Baringo Central	DCS	○
2	Allan Onguka	Children's Officer I	Bondo	DCS	○
3	Kosgei Carolyne	Resident Magistrate	Bungoma	DCS	○
4	Okwaro Maurive Okiru	Children's Officer I	Bunyala	DCS	○
5	Nkatha Japhlet Jane	Probation Officer II	Busia	DCS	○
6	Ngugi Bernard	Probation Officer II	Gucha	DCS	○
7	Vivienne Akinyi Mang'oli	Children's Officer I	Kajiado North	DCS	○
8	Selinah Namubuya Wanyonyi	Resident Magistrate	Kakamega East	DCS	○
9	Atsiaya Jared Muyonga	Children's Officer I	Kakamega North	DCS	○
10	Wambani David Magogo	Children's Officer I	Keiyo	DCS	○
11	Ombata Samwel Mogeni	Children's Officer I	Kimilili	DCS	○
12	Khaemba Pilot	Children's Officer II	Kipkelion	DCS	○
13	Esther N. Moguche	P.C (W)	Kisii Central	DCS	○
14	Susan Akinyi Rautta	Children's Officer I	Kisumu CRH	DCS	○
15	Elvis Kurgat	Children's Officer I	Kisumu West	DCS	○
16	Joyce Bochere Keno		Kuria East	DCS	○
17	Ogure Joseph Otieno		Kuria West	DCS	○
18	Azegele Wilfred Imbakule	Children's Officer I	Kwanza	DCS	○
19	Carol Temko Kuwaka	Probation Officer II	Trans Nzoia East	DCS	○
20	Muchiri Francis Githae	Children's Officer I	Laikipia Central	DCS	○
21	Musundayi Wenslans A.	Probation Officer I	Nyahururu	DCS	○
22	Purity Kamonya	Children's Officer I	Manga CRH	DCS	○
23	Robert F. K. Njiru	Children's Officer I	Masaba North	DCS	○
24	Francis Njagi Kariuki	SGT (W)	Naivasha	DCS	○
25	Shichenje Jacob Misango	Children's Officer II	Nakuru	DCS	○
26	Tirop Rose Chepkemoi	Children's Officer II	Trans Mara	DCS	○
27	Augustine Muasya Nyamai	Children's Officer I	Turkana West	DCS	○
28	Virginia Karanja Karanja	Children's Officer I	Bomet	Judiciary	○
29	Lilian N. Kiniale	Children's Officer II	Butere	Judiciary	○
30	Khagoya Benson	Children's Officer I	Maralal	Judiciary	○
31	Shadrack Mwendwa Mwinzi	Children's Officer I	Meru	Judiciary	○
32	Brenda Naswa Kituyi	Warderes	Nakuru	Judiciary	○
33	Frida Tune	Children's Officer II	Bahati	Police	○
34	Vera Auma Mboya	Children's Officer I	Kakamega	Police	○
35	Beatrice Jepkemboi	Resident Magistrate	Kisumu CPU	Police	○
36	Annastasia Ndulu	Resident Magistrate	Ogembo CPU	Police	○
37	Godfrey Mulianga	Children's Officer I	Siaya CPU	Police	○
38	Anthony Maina	Children's Officer I	Shikusa BI	Prisons	○
39	Evans Atito	Magistrate	Shikusa BI	Prisons	○
40	Racheal Njogu	Children's Officer II	Lang'ata Women	Prisons	○
41	Moses Otieno	P.C (W)	Shimo BI	Prisons	○
42	Peter Njeru		Shimo BI	Prisons	○

	Name	Designation	Station	JJA	Module I
43	Purity Kamola		YCTC Kamiti	Prisons	○
44	Esther K. Ambira	Probation Officer I	Bondo	Probation	○
45	Florida Shitambasi	CPL	Bungoma	Probation	○
46	Redempta Sigei	Probation Officer I	Kericho	Probation	○
47	Boaz Odera	Probation Officer II	Kimilili	Probation	○
48	James O. Odongo	Children's Officer I	Siaya	Probation	○
49	Vincent Maritim	Children's Officer I	Sirisia	Probation	○
50	Peter Koskey	Warderes	Sotik	Probation	○

Project Design Matrix (PDM) - version 2 (DRAFT)**Project Name:** Project for Capacity Building of Child Care and Protection Officers in Juvenile Justice System**Implementing Agency:** Ministry of Gender, Children and Social Development,
Department of Children's Services**Project Duration:** 4 years (October 2009- September 2013)

Narrative Summary	Verifiable Indicators	Means of Verification	Important Assumption
(Overall Goal) Quality of service provided by CCPOs in 5 Juvenile Justice Agencies is improved.	(a) improvement in results of post-project survey using CCPO training outcome indicators	- Report of post-project survey	
(Project Purpose) Training system achieving "Capability Target" for CCPO working with children in need of care and protection, and children in conflict with the law is developed. Note: "system" here refers to a combination of modular cycle of theory and practicum.	(a) At least 90% Completion rate of CCPO training is achieved. (b) Viable plan including finance, personnel and management mechanism for sustainable CCPO training is developed.	- Project Report - Training Curriculum, modules and manual - Minutes of JCC, SC and NIT Committees -Report of NIT retreats and Seminars - Report of survey and in terview with trained CCPO - List of NIT members including Secretariat	Importance of child care and protection at policy level is maintained.
(Outputs) 1. "Capability Target" for Standard CCPO is established. 2. Quality of CCPO Training is improved through Plan-Do-See process. 3. Management system for CCPO Training is developed.	1-a) Necessary components of Capability Target for CCPO are clarified. 1-b) Criteria to evaluate CCPO are developed. 2-a) Training Curriculum, materials and M&E tools are developed. 2-b) More than 20 CCPO trainers improve in the results of evaluation. 2-c) More than 150 CCPO complete Pilot CCPO Training. 2-d) At least 80 % of CCPO trainees improve in knowledge, skills and attitudes in evaluation report. 2-e) More than 150 immediate supervising officers participate in Supervision Workshops. 2-f) At least 80% of CCPO submit reports at end of each practicum. 2-g) At least 60% of supervising officers submit supervision reports at end of each practicum. 3-a) Training Management Manual is developed for CCPO Training based on the lessons learned from implementation experience.	1-a),b) - Project Report 2-a),b),c),d),e) - Project Report - Training Curriculum, manuals and M&E tools. - NIT Self Evaluation Sheet - Knowledge Assessment Tool - Evaluation Result of CCPO trainees' feedback - Report of survey and in terview with CCPO - M&E Report 3-a),b) - Project Report - Self Evaluation Tool - Training Management Manual	Administrative reform under the new constitution will not affect negatively.

<p>(Activities)</p> <p>1-1 To assess CCPO Training Needs 1-2 To develop “Capability Target” for CCPO</p> <p>2-1 To implement Group Training for CCPO Trainers 2-2 To develop CCPO Training Plan 2-3 To develop and revise CCPO Training Curriculum and Materials 2-4 To develop and revise CCPO Training Monitoring and Evaluation Methodology 2-5 To implement pilot CCPO Training by CCPO Trainers 2-6 To monitor and evaluate impact of CCPO Training 2-7 To implement Supervision Workshops for CCPO Trainers and immediate supervising officers 2-8 To implement Workshops for immediate supervising officers</p> <p>3-1 To develop and revise Budget and Human Resource Allocation Plan for CCPO Training 3-2 To develop and revise Training Management Manual</p>	<p>(Inputs)</p> <p>Kenyan side:</p> <ol style="list-style-type: none"> Buildings, offices and other facilities necessary for the Project Assignment of adequate Kenyan counterparts Expenses necessary for the project activities <p>Japanese side:</p> <ol style="list-style-type: none"> Dispatch of 1 (one) long-term expert Dispatch of short-term experts Training of Kenyan counterpart personnel in Japan Provision of training materials and equipment (in small scale) Expenses necessary for the project activities 	<p>Members of Training curriculum, manuals, M&E Development teams and CCPO trainers do not change, and are engaged with the Project throughout Project duration.</p> <p>Precondition</p> <p>Enough staff and budget are allocated to the Project.</p>
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CCPO: Child Care and Protection Officers--- Officers working with children in needs of care and protection, and children in conflict with the law in Juvenile Justice Agencies

Pilot CCPO Training: Training consists of module training and supervision

Immediate supervising officers: Heads of JJA’s at institution/district/county level

Capability Target: Essential Knowledge, Skills and Attitudes necessary for Standard CCPO

Annex-14

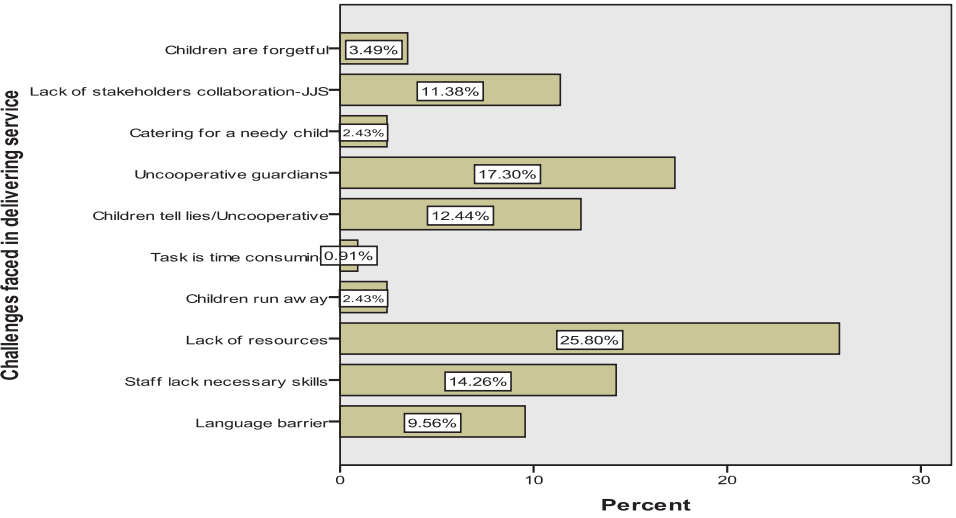
Summary of Findings

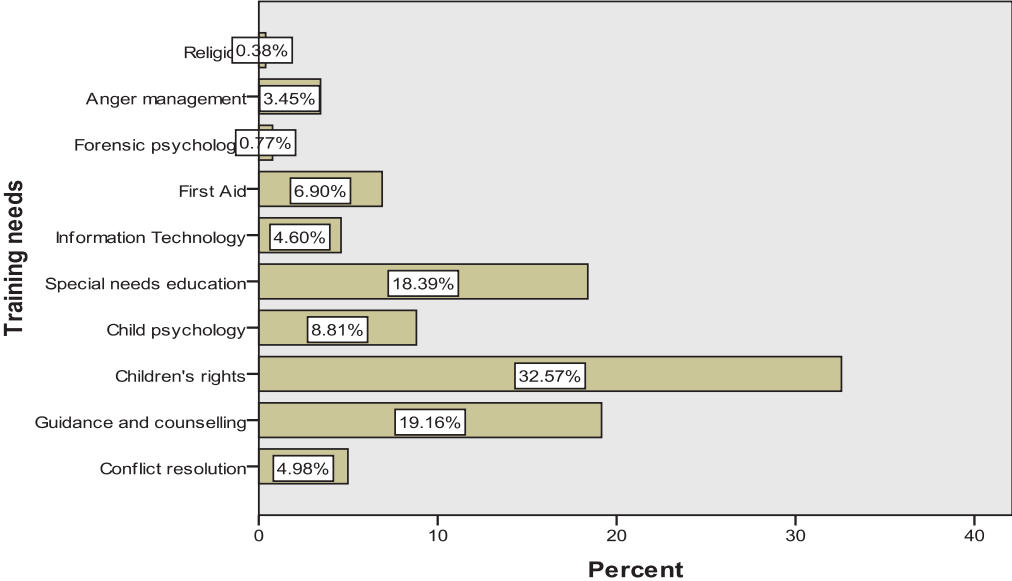
GoK/JICA: Situational Analysis of Juvenile Administration in Kenya: Case of Nairobi, Mombasa, Machakos, Nakuru and Mwingi.

Lead Consultant: Dr John Mugo Assistant Consultant: Dr Beatrice Kathungu, September-November 2011

Objective	Methodology	Findings
To document capacity levels of the staff delivering various services in the JJS	<p>Each officer presented with 10 international and legal instruments that they are supposed to apply in their work. Officer asked to identify the instrument, and state the last time they referred to the instrument.</p> <p><u>Number of officers:</u> 86</p>	<p>Familiarity with instruments -No officer is familiar with 9-10 instruments. 57% reported familiarity with 4-6 instruments, 21% familiar with 7-8 instruments. Familiarity highest among police and judiciary, lowest among probation and children departments.</p> <p>Effect of CCPO training -53% of the trained CCPOs familiar with 7-8 instruments, as opposed to only 8% of the non-trained officers.</p> <p>Reference to instruments 29% of the officers in the total sample had never referred to the instruments, 33% had not referred to the instruments during the last one year. Only 2% had referred within the last 1 month of the study. Reference highest among officers in Police and Judiciary, and lowest in Prisons and Probation. No effect of CCPO training on reference to policies.</p>
	<p>Officers asked to indicate how confident they felt conducting a set of duties in line with their institutions, and rate their confidence in each task as very poor, poor, fair, good or very good</p>	<p>78% rated their capacities as good or very good, 15% as fair, 6% rated as poor, and only 1% rated themselves as very poor. Most confidence expressed in probation and prison, lowest in children's department.</p> <p>Slightly more confidence expressed by trained CCPOs</p>
To generate information on the service levels to the children in the Juvenile Justice System (JJS).	<p>The level of service delivery to children in the Juvenile Justice System was assessed using various sub-variables namely: application of basic principles (best interest of the child, child participation, parental participation,</p>	<p>60% applied the principles 'very often', 30% often and 9% rarely. All judiciary officers reported applying the principles very often, as compared to 54% of children officers. 23% of probation officers applied the principles rarely.</p> <p>Effect of CCPO training 88% of the trained officers applied the principles very often, as compared to 54% of the non-trained. No trained officer applied the principles rarely, as compared to 12% of the non-trained.</p>

	<p>confidentiality/privacy), why children liked/disliked the various institutions and children’s evaluation of staff capacities. Application was rated as rarely, often and very often</p>													
	<p>Children in the institution were asked to indicate what they liked and disliked about the various institutions.</p> <p>Number of children: 107</p>	<p><u>Liked about institutions:</u> some nice officers, some good programs, ICT in prison <u>Disliked:</u> police abuse and brutality, sexual abuse, bad food, lack of counselling services, extension of committal orders, corporal punishment, overstaying in police custody, being forced to admit charges, impatience of magistrates, unavailability of probation officers,</p>												
	<p>Officers were asked to indicate who they were networking with, during their work.</p>	<p>15% of officers in children’s department not networking at all. All officers from the Prison, Judiciary, and Probation were involved in some networking. However, Judiciary and Probation officers did not network with anyone else besides the JJAs.</p>												
	<p>Officers asked to indicate how training had influenced their service delivery</p>	<table border="1"> <caption>Influence of CCPO training on service delivery</caption> <thead> <tr> <th>Category</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Can handle records appropriately</td> <td>6.90%</td> </tr> <tr> <td>Can handle drug abuse cases</td> <td>6.90%</td> </tr> <tr> <td>Changed attitude about work performance</td> <td>10.34%</td> </tr> <tr> <td>Improved perception of children in conflict with law</td> <td>17.24%</td> </tr> <tr> <td>Improved skills</td> <td>58.62%</td> </tr> </tbody> </table> <p>60% improved skills but only 10% change in attitude</p>	Category	Percent	Can handle records appropriately	6.90%	Can handle drug abuse cases	6.90%	Changed attitude about work performance	10.34%	Improved perception of children in conflict with law	17.24%	Improved skills	58.62%
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<p>To provide information on the existing challenges and gaps and develop wider training needs assessment of the various JJS staff.</p>	<p>Officers asked to indicate the challenges they were facing in delivering services</p>	 <table border="1"> <caption>Challenges faced in delivering service</caption> <thead> <tr> <th>Challenge</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Children are forgetful</td> <td>3.49%</td> </tr> <tr> <td>Lack of stakeholders collaboration-JJS</td> <td>11.38%</td> </tr> <tr> <td>Catering for a needy child</td> <td>2.43%</td> </tr> <tr> <td>Uncooperative guardians</td> <td>17.30%</td> </tr> <tr> <td>Children tell lies/Uncooperative</td> <td>12.44%</td> </tr> <tr> <td>Task is time consuming</td> <td>0.91%</td> </tr> <tr> <td>Children run away</td> <td>2.43%</td> </tr> <tr> <td>Lack of resources</td> <td>25.80%</td> </tr> <tr> <td>Staff lack necessary skills</td> <td>14.26%</td> </tr> <tr> <td>Language barrier</td> <td>9.56%</td> </tr> </tbody> </table> <p>Majority officers cite resources, guardians, skills and children behaviour as key challenges.</p>	Challenge	Percent	Children are forgetful	3.49%	Lack of stakeholders collaboration-JJS	11.38%	Catering for a needy child	2.43%	Uncooperative guardians	17.30%	Children tell lies/Uncooperative	12.44%	Task is time consuming	0.91%	Children run away	2.43%	Lack of resources	25.80%	Staff lack necessary skills	14.26%	Language barrier	9.56%
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	<p>Officers were asked to indicate how much they were implementing the capacities they had been trained on, using a scale of 0%, 25%, 50%, 75% and 100%</p>	<p>53% had implemented 0% of the trained capacities, 8% had implemented 25% and 29% had implemented 50%. None of the officers had implemented 75% or more.</p>																						
	<p>Officers asked to indicate challenges facing implementation of trained capacities</p>	<p>Lack of awareness and heavy workload account for more than 70% of the non-implementation of trained capacities. Lack of resources was also cited by a substantial number of respondents (23.8%), while only 5% blamed ownership of trained project.</p>																						

	<p>Officers asked to indicate areas they would like to be trained on</p>	 <p>Children rights, guidance and counselling and special needs leading training needs. Other needs identified from the analyses:</p> <ul style="list-style-type: none"> • Attitude change • Effective methods of working with children (child participation) • Alternatives of behaviour management • Realizing parental/community participation in rehabilitation • Action research (generating knowledge to improve practice)
<p>To develop indicators for each of the capacity targets of the CCPO project.</p>	<p>See table of indicators.</p>	

Conclusions and Recommendations

1. The awareness of officers about national and international instruments and application of child rights principles is rather low, especially for Probation, Children's, Police and Prisons departments. Yet, continuing with the pursuit of strengthening child rights approaches is inevitable. Casting doubt first, whether awareness alone would affect practice, we recommend that:
 - a. The CCPO project invents a cost-effective model for raising awareness about the key statutes and their direct implication for officers;
 - b. Institute a peer-based model of monitoring child rights in the institutions, at least periodically;
 - c. Support a mechanism of sharing good practices in realizing the rights of children in the JJS.
2. The CCPO project strengthens the training component on skills of handling children, implying the range of skills in understanding child development and the various technical skills required to handle them at every stage. Similarly consider integrating a component on management of children institutions into the training curriculum. The CCPO project should further consider factoring in a component of resources provision to the staff to support the implementation of trained capacities as this emerged as a key challenge. Similarly, the various departments should look into the issue of provision of adequate personnel to improve the levels of service delivery.
3. The perception of the CCPO project by key informants and staff members is rather poor. First, officers feel that this project was brought as replacement of the Japan exposure (thereby calling it *Japan of Embu*). Second, the quality of trainers is put to doubt by the officers participating in the pilot project (complaint that trainers themselves need training). To improve on this, there is need for implementers of CCPO project to incorporate a strategy to improve appreciation and image of CCPO training project. Similarly there is need to work on sensitization to achieve change of attitude so that officers and their supervisors view the capacities of the CCPO training as an integral part of their work rather than as an additional unnecessary load.
4. Visiting the offices and institutions, one can read a sense of helplessness among the staff, having to help children of difficult and traumatising backgrounds without any technical knowhow. Indeed, many officers may be needing help, to cope with the type of children under their care. The widespread use of corporal punishment is manifestation of stress and fatigue, and evidence of a desperate reality. We propose that:
 - a. The departments hire resident professional counsellors. For the beginning, these can be rotating counsellors, each serving a cluster of institutions. Their mandate will go beyond helping children cope with stress and trauma, to indeed accompanying staff members suffering from compassionate fatigue. They would also hold regular sessions to equip the officers with the basics of guidance and counselling;
 - b. Integrate a strong component of alternative behaviour management methods, which will equip rehabilitators with the various options to corporal punishment;
 - c. Institutionalize measures and consequences against officers abusing children through corporal punishment, and other forms of abuse.
5. If care is not taken, there would be too much focus on the negative, and this could drain the valuable positive energies required for creating impact. This study has documented cases of rehabilitators and officers doing very good work – magistrates who have inculcated in children and youth the sense of justice, children officers who have won praise from clientele, police officers who have gone the extra mile and encapsulated children against all forms of abuse at the stations, probation officers who have won the confidence of children, and prison officers with

commitment to generations. These are the heroes, the springs of positive energy. We recommend that:

- a. Each department institutionalizes an annual appraisal mechanism to foremost document the good things happening and package them for sharing, but also identify the heroes of positive energy. Each year, we would have a staff of the year award, voted in by the clients;
 - b. For each CCPO training, build in a case study or bring a positive-energy officer to share a story of implementing reforms, so that each training can take a practical dimension.
6. In considering improvement of juvenile justice administration in Kenya, it is critical to put the entire country into perspective. Already, Mwingi presents unique dimensions, including the influence of poverty and drought on child abuse. This indicates that such factors may be worse in more arid districts like Turkana and Marsabit. However, the service delivery seems concentrated around the high-population districts, and there may be need to reverse this trend. Seemingly, effective service delivery, and especially on prevention, may not be isolated from addressing the wider challenges facing child care and protection in Kenya.
- In strengthening the JJS, an approach that addresses the needs of children holistically is needed. For example, if children are hungry, they are at increased risk of being in conflict with the law or victims of sexual abuse. It would therefore be important for the Children's department to collaborate with relevant Ministries to support programs like the school feeding program in drought stricken areas such as Mwingi as a way of contributing to reduction of risk factors that drive children to enter the JJS.
7. It is important to recognise that people value justice if other more basic needs are met. For instance, a mother would rather compromise justice for her sexually abused daughter than lose the offending father who is the family bread winner to jail. Similarly the children's department needs to actively collaborate with relevant Ministries and organizations in the fight against poverty as a way of indirectly contributing to promotion of access to justice by child victims.
8. In strengthening the police department to deal with needs of children, a key consideration is the need to ensure the presence of an officer that can communicate in the local language especially in rural areas, where some of the children may not be able to communicate in any other language other than the mother tongue. This would help to safeguard the privacy of the information given by children, a fundamental principle governing the JJS.
9. There is need for a concerted effort by all key players in and outside Government to empower communities in terms of knowledge on children rights as well as how to access services in the JJS for child victims, children in conflict with the law and those in need of care and protection.
10. The respective departments need to play a key role in ensuring that children in the various institutions are provide with basic needs as this emerged as a challenge in various institutions where children complained of inadequate food, inadequate uniforms, lack of shoes among others. Specifically, we recommend:
- a. Analysis of resourcing of institutions (fiscal allocation), against numbers of children/youth and the rising commodity prices. This would rationalize increment in allocations for the various vote heads in the institutional budgets;
 - b. All the JJA institutions have a lot of un-utilized land, well-placed for agricultural development. Without exploiting the children for labour, institutions could invent cost-effective models of growing vegetables, fruits and other food for own consumption, but even as options of income-generation.

Annex-16

Progress of Activities

Activity	Progress as of May 2012
1-1 To assess CCPO Training Needs	<ul style="list-style-type: none"> - CCPO Training Needs Assessment (TNA) was conducted in 2009 by a short-term expert on Treatment of Juvenile Delinquency (Institutional) through interviews with main NIT members of CPs. - Based on the results of TNA, 5 major areas for training were identified (1. Juvenile Justice Procedure, 2. Case management, 3. Rehabilitation, 4. Networking, 5. Professional Ethics) - Unit Relevance Study was conducted in Oct and Nov 2011 to assess the relevance of each unit of training modules to duties and natures of each JJA.
1-2 To develop “Capability Target” for CCPO	<ul style="list-style-type: none"> - Based on TNA, Capability Target was set, and indicators of target set by the external consultant under the Situational Analysis Survey.
2-1 To implement Group Training for CCPO Trainers	<ul style="list-style-type: none"> - TOT was implemented before CCPO Training was started. General pedagogy was trained to NIT members who can be trainers in August 2010. - 2nd TOT was more specifically arranged for only NIT who trained in Module II, to enable them to facilitate the contents of unit which they were supposed to teach during CCPO Training Module II.
2-2 To develop CCPO Training Plan	<ul style="list-style-type: none"> - Before every residential training and supervision visit, DCS developed the CCPO Training Plan to convince the Departmental and Ministerial Training Committee to finance the activity. Thus, the plans were developed periodically, e.g. in August 2010, January and August (July) 2011, and January (December 2011).
2-3 To develop and revise CCPO Training Curriculum and Materials	<ul style="list-style-type: none"> - First Training Material which is 5 Thematic Manuals was developed in June 2010. Then, 3 Training Modules were also developed with assistance of the external curriculum developer in August 2010. Since then, 3 modules were periodically revised through implementation of CCPO Training. - The NIT retreat for exercise of revising it was held in December 2010, and May 2011. Even UNAFEI Training was utilized to do this exercise in February and March 2011. NIT reviewed the overlapped contents of 3 modules and streamlined the contents in the NIT workshop held in November 2011. They referred to the general results derived from Unit

	Relevance Study conducted prior to the NIT workshop then developed the proposed unit arrangement which reflect the common contents for 5 JJAs and specific contents for 3 JJAs in November 2011.
2-4 To develop and revise CCPO Training Monitoring and Evaluation Methodology	The NIT Self Evaluation tool was developed in August 2010 together with Short Term Expert. The formats of questionnaire for each session as well as for whole training were developed with the assistance of the external curriculum developer. Then it was modified by Long Term Expert with the assistance of Mr. Njenga (JICA Kenya) since the format of questionnaire was so bulky to participants.
2-5 To implement pilot CCPO Training by CCPO Trainers	Residential Training of Module I for 1 st Targeted Group was conducted in September 2010. Practicum session started in October 2010, and one supervision visit per trainee by NIT members was conducted in November and December 2010. Residential Training of Module II was conducted in January to February, 2011. Supervision visit for Practicum 2 by NIT was conducted in June 2011. Residential Training of Module III was conducted in August 2011. Supervision for Practicum 3 was conducted in February to March 2012 by NIT. Residential Training of Module I for 2 nd Targeted Group was conducted in January to February 2012.
2-6 To monitor and evaluate impact of CCPO Training	Knowledge assessment was developed and implemented at the end of Residential Training Module III in September 2011. Also, the external Consultant conducted Situational Analysis Survey in 5 JJAs from September to November 2011.
2-7 To implement Supervision Workshops for CCPO Trainers and immediate supervising officers Note: Supervising officers are included in 2-8	The first NIT workshop guideline/work plan setting of practicum was conducted in August 2010 just before first residential Training. The workshop for setting more detailed modality of supervision visit was held in October 2010 before supervision visit by NIT was started. The review on Supervision/practicum session was conducted in the NIT workshop in May, 2011. The workshop for setting revised practicum guideline for Group 2 was conducted in January 2012.
2-8 To implement Sensitization Workshops for immediate supervising officers. Note: Sensitization to be deleted	The immediate supervisors workshop was implemented in May 2012. Prior to this activity, the UNAFEI Training in Feb to Mar 2012 targeted the representatives of immediate supervisors of CCPO Trainees and learned OJT system in JJAs in Japan.
3-1 To develop and revise	DCS developed the budget Plans every year. It was supposed to be discussed

<p>Budget and Human Resource Allocation Plan for CCPO Training</p>	<p>amongst 5 JJAs in the last JCC meeting in February, 2011, but they could not fully discussed because few relevant representatives attended the meeting. The follow up of the JCC meeting was conducted by CCPO Secretariat (NIT) and Long Term expert in April and May 2011, but it was too late to discuss on the budget.</p> <p>Human Resource Allocation Plan was not developed in DCS, but the official appointment document from Director was arranged.</p>
<p>3-2 To develop and revise Training Management Manual</p>	<p>It has not been developed.</p>

Annex-17

CCPO-MID-TERM EVALUATION

Modification of Project Design Matrix (PDM)

	PDM ₁	PDM ₂	Reasons
OVERALL GOAL LEVEL			
Overall Goal	Quality of service provided by Juvenile Justice Agencies dealing with rehabilitation and reintegration into the Community for children in need of care and protection and those in conflict with the law is improved.	Quality of service provided by CCPOs in 5 Juvenile Justice Agencies is improved.	To specify the target from JJAs into CCPOs, and to delete incorrect description for some JJAs “dealing with rehabilitation and reintegration into the Community for children in need of care and protection and those in conflict with the law”.
Verifiable Indicators - Overall Goal	<ul style="list-style-type: none"> (a) Quality of services provided by trained CCPO is improved. (b) Protection and treatment situation for children under institutions of the Department of Children’s Services and other Juvenile Justice Agencies are improved. (c) Regulations and administrative arrangement for rehabilitation and reintegration into the society for children in need of care, in conflict with the law are revised. (d) Specific coordination measures are developed among the Department of Children’s Services and other Juvenile Justice Agencies regarding protection and rehabilitation for children in need of care, and those in conflict with the law. 	(a) improvement in results of post-project survey using CCPO training outcome indicators	According to the revised Overall Goal, new indicator developed since indicators in PDM ₁ are not appropriate to measure the quality of service provided by CCPOs.
Means of Verification - Overall Goal	<ul style="list-style-type: none"> - Report of survey and interview with trained CCPO. - Regulations such as Judiciary ministerial circulars, notification regarding child protection 	- Report of post-project survey	Report of survey in PDM ₁ revised to post-project survey which will be used as reference.
Important Assumption	<p>Members of Training curriculum, manuals, M&E Development teams and CCPO trainers do not change, and are engaged with the Project throughout Project duration.</p> <p>Importance of child care and protection at policy level is</p>		All the Important assumption in PDM ₁ is pushed into specified level in PDM ₂ based on standard methods of PDM structure.

	PDM ₁	PDM ₂	Reasons
	<p>maintained.</p> <p>Enough staff and budget are allocated to the Project.</p>		
PROJECT PURPOSE LEVEL			
Project Purpose	<p>Training system achieving “Capability Target” for CCPO working with children in need of care and protection, and children in conflict with the law is established.</p>	<p>Training system achieving “Capability Target” for CCPO working with children in need of care and protection, and children in conflict with the law is developed</p>	<p>“Established” is replaced with “Developed” based on common understanding that it is more realistic to develop than to establish by Pilot CCPO training.</p>
		<p>Note: “system” here refers to a combination of modular cycle of theory and practicum.</p>	<p>Definition of “system” is added to clarify the term.</p>
Verifiable Indicators - Project Purpose	<p>(a) At least three CCPO trainings composed of three modules are implemented in project period</p> <p>(b) System of revising CCPO training curriculum, modules and manual based on Plan- Do-See Process is established.</p> <p>(c) Department of Children Services develops CCPO Training Plan with necessary budget and human resource allocations.</p> <p>(d) There are more than 20 officers from other Juvenile Justice Agencies in NIT Committees continuously involved in CCPO Training.</p>	<p>(a) At least 90% Completion rate of CCPO training is achieved.</p> <p>(b) Viable plan including finance, personnel and management mechanism for sustainable CCPO training is developed.</p>	<p>- Indicators in PDM₁ do not qualify and are more or less redundant. Two new relevant indicators showing completion rate and viable planning are introduced.</p> <p>- Completion rate is measured based on the results of the 3rd group training using CCPO Training Evaluation Criteria since there is only 3rd group training which reflects the improvement through the implementation of pilot CCPO training for the 1st and 2nd groups.</p>
Means of verification - Project Purpose	<p>- Project Report</p> <p>- Training Curriculum, modules and manual</p> <p>- Minutes of JCC, SC and NIT Committees</p> <p>- Report of survey and interview with trained CCPO</p> <p>- List of NIT members including Secretariat</p>	<p>- Project Report</p> <p>- Training Curriculum, modules and manual</p> <p>- Minutes of JCC, SC and NIT Committees</p> <p>- Report of NIT retreats and Seminars</p> <p>- Report of survey and interview with trained CCPO</p>	<p>Report of NIT retreats and Seminars are added based on necessity.</p>

	PDM ₁	PDM ₂	Reasons
		- List of NIT members including Secretariat	
Important Assumption - Project Purpose		Importance of child care and protection at policy level is maintained.	This important assumption in PDM ₁ is pushed as a condition to achieve Overall Goal when Project Purpose is achieved.
Output 2	Quality of CCPO Training is improved through implementing and monitoring Pilot CCPO Training.	Quality of CCPO Training is improved through Plan-Do-See Process.	2 nd Output in PDM ₁ is too loaded. So replaced with one showing the actual process to be followed.
Verifiable Indicators - Output 2	2-a) Training Curriculum, materials and M & E tools are developed.	2-a) Training Curriculum, materials and M&E tools are developed.	No change
	2-b) More than 30 CCPO Trainers acquire necessary skills and knowledge to deliver CCPO Training.	2-b) More than 20 CCPO trainers improve in the results of evaluation.	- Reduced number of trainers to be more realistic with resources available and time of remaining project period. - Acquisition of necessary skills and knowledge to be quantifiably measured by the evaluation
	2-c) More than 240 CCPO participants in Pilot CCPO Training.	Deleted	- Number of participants does not show the quality of CCPO training.
	2-d) More than X(No.)* CCPO complete Pilot CCPO Training.	2-c) More than 150 CCPO complete Pilot CCPO Training.	- Targeted number of CCPO participants reduced from 80 in the 1 st group to 50 for each group of 2 nd and 3 rd training and in the 1 st group, 70 already completed.
	----	2-d) At least 80 % of CCPO trainees improve in knowledge, skills and attitudes in evaluation report.	- Added to show the degree of learning by CCPO trainees.
	2-e) At least 4 Supervision Workshops are implemented	Deleted	This indicator only shows activity-level output.
	2-f) More than X(No.)* of immediate supervising officers participate in Supervision Workshops	2-e) More than 150 immediate supervising officers participate in Supervision Workshops.	Number inserted to reflect 3 X training each with 50 immediate supervisors based on past experience and available resources

	PDM ₁	PDM ₂	Reasons
	----	2-f) At least 80% of CCPO submit reports at end of each practicum.	No in form of % inserted in PDM ₁ based on previous submission experience from CCPOs
		2-g) At least 60% of supervising officers submit supervision reports at end of each practicum	New indicator to show expected submission frequency from immediate supervisors [based on expected logistical and administration procedures (protocol)]
OUTPUT LEVEL			
Verifiable Indicators - Output 3	3-a) Budget and Human Resource for CCPO training are arranged regularly.	Deleted	It is deleted based on irrelevance.
	3-b) Training Management Manual is adopted and utilized for CCPO Training.	3-a) Training Management Manual is developed for CCPO Training based on the lessons learned from implementation experience.	It is revised based on current progress and planned activities.
Means of Verification - Output 2	2-a),b),c),d),e) - Project Report - Training Curriculum, manuals and M&E tools. - Evaluation Result of CCPO Training - Report of survey and interview with CCPO - M&E Report	2-a),b),c),d),e) - Project Report - Training Curriculum, manuals and M&E tools. - NIT Self Evaluation Sheet - Knowledge Assessment Tool - Evaluation Result of CCPO trainees' feedback - Report of survey and interview with CCPO - M&E Report	NIT self-evaluation and knowledge assessment are added based on revised verifiable indicators.
Means of verification - Output 3	3-a),b) - Project Report - Training Management Manual	3-a),b) - Project Report - Self Evaluation Tool - Training Management Manual	Self Evaluation Tool is added based on revised verifiable indicators.
Important Assumption at Output level		Administrative reform under the new constitution will not affect negatively	Appropriate assumption is added based on on-going policy reforms through constitutional restructuring.

	PDM ₁	PDM ₂	Reasons
ACTIVITY LEVEL and OTHERS			
Important Assumption At Activity		Members of Training curriculum, manuals, M&E Development teams and CCPO trainers do not change, and are engaged with the Project throughout Project duration.	This important assumption in PDM ₁ is pushed as a condition to achieve Output when all the Activity is achieved.
Precondition		Enough staff and budget are allocated to the Project.	This important assumption in PDM ₁ is pushed as a precondition to implement Activity.
Foot Notes	The numbers to verify the achievement will be set after 1 st cycle of CCPO Training.	Deleted	Redundant