

CHILDREN IN CARE FOLLOW-UP QUESTIONS

Inter-Agency Child Protection Information Management System

The following are suggested follow-up visit questions for programmes working with children in care. Programmes should consider what information they need to gather during follow up visits, and can then modify these questions according to the context. Questions can be developed as tick boxes or as narrative according to the needs of the programme. The programme can decide which information should be entered into the database, and which information should stay on the paper form. Information to be entered into the database is indicated by a green box. Finalised questions should then be added to the general follow up form to create a unique follow-up form designed specifically for the programme.

Questions related to CHANGE IN CARE ARRANGEMENTS

Has the child's legal guardian changed? Yes No If yes, relationship of new guardian to child

Reason for change (recommend narrative)

Is the child still living with the same caregiver as at time of registration/previous follow up visit? Yes No

Details of new caregiver

Name	First Name	Middle Name	Last Name
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Address	Country	Admin Level 1	Admin Level 2
	Admin Level 3	Area/Physical Address	

Relationship to child Date arrangement started

Reasons for change (recommend narrative)

Questions related to CARE ASSESSMENT

Consider the opinions of the child, their family/carers, teachers, community etc plus your own observations.

Are the parents / guardian kept informed of the child's development? Yes No How often?

What kind of contact does the child have with parents / guardian? (recommend narrative)

Describe the child's involvement in recreational and community activities (recommend narrative)

Describe the child's involvement with livelihoods activities (recommend narrative)

To what extent are the child's developmental needs being met? (recommend narrative)

To what extent are the child's mental, emotional and physical health needs being met? (recommend narrative)

Are there any safety / protection issues? (recommend narrative)

Other concerns expressed by child or caregiver (recommend narrative)

If an individual care plan had not been completed at registration, does the child have one now? Yes No

If yes, did the child participate in it's development and what is the care plan? (recommend narrative)

Preferred care plan of child / caregiver / parents/guardian (recommend narrative)

Personal (general appearance and behaviour) (recommend narrative)

Guidance to assess personal well being: does the child have any particular worries? Does the child have sufficient clothing on? Does the child appear frightened/withdrawn? Is the child unable to sleep (nightmares or screams in sleep)? Is the child helpful or not? Does the child feel safe?

Family (family relationships and home setting) (recommend narrative)

Guidance for family assessment: does the child appear happy in the home setting, parents/siblings aggressive to child? Does the child have problems in the home with parents/carers, other adults, peers etc? Is the child treated differently to other children in the family?

Health and Nutrition (recommend narrative)

Guidance for health assessment: Are there any health problems related to sexual exploitation, drug or alcohol use? Is the child frequently sick? What does the family/carer do when the child is sick: take to hospital, to country doctor, nothing? Is the child visibly malnourished? How many meals a day does the child have? Has the child attended any kind of malnutrition (CTC or other) programme?

Is there a need for further assessment, provision of specialist services/support or referral in relation to specific issues including human rights violations, SGBV? (recommend narrative)

Additional comments (recommend narrative)

Questions related to EDUCATION/TRAINING (the term training is used here to include any type of training e.g. vocational or skills training)

Is the child still in the same education/training programme Yes No If 'Yes', at what level? (recommend tick boxes specific to country)

If the child was not in education/training previously, have they been able to enrol? Yes No If no, why not? (recommend narrative)

If 'Yes', type of education/training (recommend tick boxes appropriate to types of education available)

Is education/training in the institution or community? Institution Community

Is education/training full time or part time? Full time Part time If part time, how many hours per week?

How is the child's performance in the education/training programme? (recommend narrative)

What is the child's opinion of the education/training programme? (recommend narrative)

If the child is no longer in the education/training programme, what happened? (recommend narrative)

If child dropped out, give reasons (recommend narrative)

Give details of any support needed to help child access education/training (recommend narrative)