**Tdh Contribution Programme 2017-2020 / Strategic Plan 2016-2020**

**Programme Indicators**

**[Programme]** Juvenile Justice

**[Result] RA 1.1** The JJ programme sets up projects that meet the specific needs of 20 countries or country units in impact regions in Latin America[[1]](#footnote-1), Africa[[2]](#footnote-2) and Middle East North Africa[[3]](#footnote-3) and in Asia projects related to the following objectives:

Reduce the number of children in custody by increasing the rate of non-privative measures and improving specialized management for deprivation of liberty.

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| **Indicator (Title)** | Number of professionals trained or made aware annually by the JJ program |
| **Definition** | **Professionals**: (categories)  Categories of recognized professionals (partial list):   * Judges * Public Prosecutors * Attorneys * Educators, psychologists, social workers * Religious leaders, community leaders * Decision makers in public or political administration * Student, academic, teachers, lecturers, etc.  1. **Trained**: juvenile justice professionals or policy makers who pass the validation test for the training. The minimum standard to say it's a training, the objectives must be at least (a+b):    1. the **acquisition of knowledge** and    2. a **change of attitude**, and possibly    3. And if possible, a **change in practices** to be verified over the long term (how participants apply what they have learned).   Trainings are ideally organized by cycle and are structured on a pre-established schedule, which will set out specific educational goals appropriate to the audience.  **The acquisition of this knowledge, this attitude and/or this practice should be measured at the end of the training**.  In terms of content, the training should focus on one or more of the following:   * International standards of juvenile justice. * Child development. * Child-friendly procedures, treatment and sanctions. * Restorative justice and its principles.   **2) Awareness**: all at least a half-day session aimed at "raising awareness" on a topic, the acquisition of knowledge only, mobilization around a theme, and speaking to professionals on one or more of the above topics and whose objective is the exposure to these themes. Here, the transmission of knowledge, which is generally less than that during training, also touches therefore on attitudes, perceptions, values. Awareness that makes use of means of communication that are adapted to the public to "raise awareness," on a particular topic (see above).-> If a person participates in a training and *in addition* to awareness-raising training this year, they can be counted only once. |
| **What it measures** | It measures Tdh's ability to effectively share a vision of juvenile justice based on international standards of the rights of the child and the restorative approach to justice.  Limits: It says nothing about changing practices beyond training or awareness. Therefore, it is an indicator that better informs the level of delivery (effort, or output) of Tdh, unless it is complemented by qualitative analyses resulting from the evaluation reports of training and awareness-raising, or to be "crossed" with other indicators. |
| **Unity and disaggregation** | Breakdown by gender: number of men and number of women.  Breakdown: training and awareness. |
| **Calculation mode** | Trained: Number of people who have completed a training cycle **validated** the acquisition of knowledge and the change of attitude.  Awareness: number of people who participated in the overall awareness (indicative presence around 75%). |
| **Baseline** | No baseline is required. However it is interesting to know the percentage of public agents and justice professionals who have been specifically trained on justice for children. |
| **Sources and methods of collection** | Attendance lists, training reports, and test results (pre/post).  Note that the training must be validated by a test in order to be able to count the number of actual participants.  For awareness-raising, an 80% of time presence is required for approval. |
| **Collection tools** | For training, attendance lists and tests of success or pre-post-tests validating the acquisition of knowledge and then change of attitude must be developed. The test should include questions to assess the change in attitudes (e.g., case study with multiple choice questions). For awareness-raising, attendance lists signed by the participants for each day of training must be used. |
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| **Temporality** | Data collection should be conducted systematically before / during / after each training. Consolidation is carried out at a **frequency according to the capacities of each delegation** taking care that the training and awareness-raising that are straddled over two periods are not counted in duplicate. **Reporting is carried out on a semi-annual basis.** |
| **Roles and responsibilities** | Roles and responsibilities are established at the beginning of collection. Data consolidation for each delegation is the responsibility of the project manager or project coordinator for justice (or protection), who can delegate collection to field teams (head of M&E, social workers, lawyers, etc.). The information is sent with comments (qualitative analysis) to the head of delegation, who shall send it to the regional justice coordinator, who consolidates the information and sends it to headquarters. |
| **Issues related to the recommended quality** | The quality of the indicator is directly related to (1) the quality of training, (2) the participation and commitment of professionals, and (3) changes in knowledge, attitudes, and practices are tested and measured. The degree of knowledge acquisition does not necessarily mean that the change of attitude will take place and trained people will have the capacity / opportunity to modify their behaviour and influence the work of their institution (traditionally, hierarchies and strictly regulated knowledge, according to the legal framework).  The indicator, as formulated, remains at a level of output. To go further and target outcome analysis and the impact of training and awareness-raising, we can triangulate the information with other sources (e.g. interviews, focus groups) and at different times (from the end of the training, 3 months after the training, 6 months after the training). More ambitious CAP surveys should be conducted if the outcome level is to be explored within a wider population. |
| **Analysis Plan** | Participants by gender and type of activity (training / awareness).  Narrative reports will explore different elements of interest related to the training conducted, to what extent they have been relevant, the main points of satisfaction and post-training engagement. |
| **Resources** | Sufficient time (1-5 days per training/awareness-raising depending on the size of the training and the number of participants, upstream of trainings must be devoted to the approval of the acquisition of knowledge, the change of attitude or the change Practices to be relevant. In the same way, sufficient time must be allocated at the end of the training sessions for the tests to be processed and the reporting (1-5 days per training/awareness-raising depending on the function of the training and the number of participants).  Note: if a CAP survey is considered, consider the resources needed (HR, financial and time) before committing. Refer to the methodological documents recommended by Tdh. <https://app.tdh.ch/qualite> (Pack data collection methods - data collection methods) |

1. In the countries of intervention in **Central America** : Panama, Nicaragua, Honduras, Guatemala and El Salvador ; **South America** : Colombia, Ecuador, Peru, Brazil, Bolivia and Paraguay; **Caribbean** : Haiti. [↑](#footnote-ref-1)
2. In the countries of intervention: Benin, Burkina Faso, Burundi, Mauritania, Mali, Guinea Conakry. [↑](#footnote-ref-2)
3. In the countries of intervention: Jordan, Palestine, Egypt, Afghanistan. [↑](#footnote-ref-3)