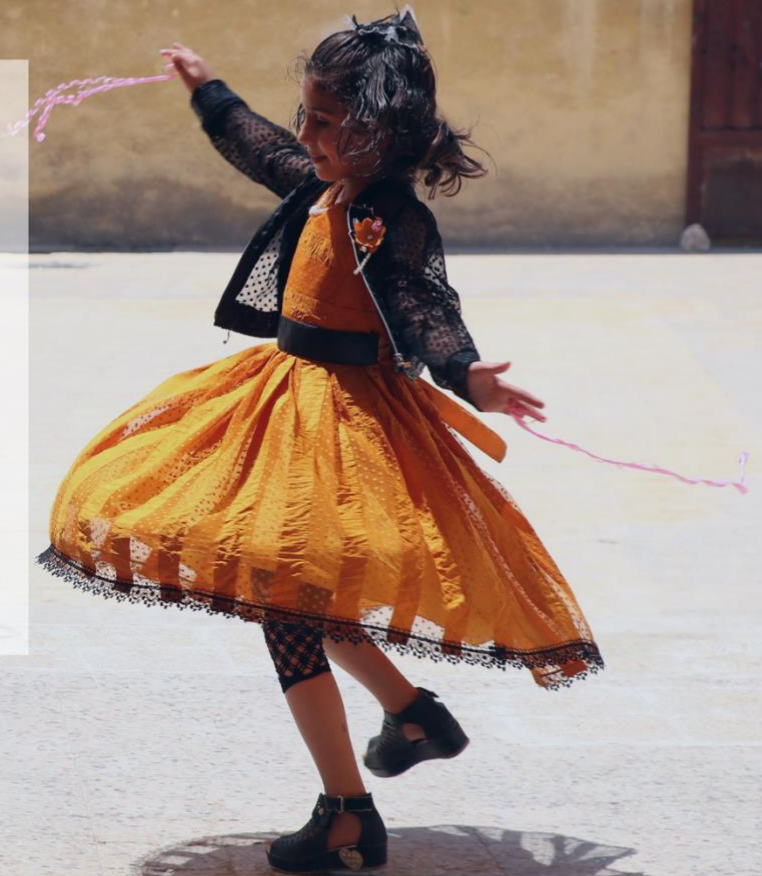




THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

2022 Annual Meeting Summary of Abstracts



2021 Hurras Network/Ahmad Wali

Promoting the Centrality of Children and their Protection through Accountability, Localisation, and Working Across Sectors



Overview

It is with great pleasure that we invite you to join us in the 2022 Annual Meeting for Child Protection in Humanitarian Action. We are excited to showcase this year's summary of abstracts, which are of exceptional quality. We would like to thank all the authors for putting together these abstracts and sharing their work. Not only will it help the discussions during the Annual Meeting, but it also reminds us of the dedication and hard work of our colleagues in protecting children in times of emergency.

We would also like to thank the abstract review committee for their meticulous engagement and review of all submitted abstracts. Their contribution to the meeting's success is undeniable.

This booklet contains abstracts that were submitted for the 2022 Annual Meeting for Child Protection in Humanitarian Action from June 20-22, 2022. The theme of this meeting is "Promoting the Centrality of Children and their Protection through Accountability, Localisation, and Working Across Sectors". The abstracts are organised by thematic session in the agenda of the Annual Meeting and are searchable by author, organisation, and key words.

If you are interested in learning more about an abstract submission or presentation during the annual meeting, please reach out to us at info@alliancecpha.org. You will also be able to view all the session recordings from the Annual Meeting on the [Alliance YouTube Channel](#) in the weeks following the meeting.

We hope you will be inspired by these abstracts.

Warm regards,

Camilla Jones and Hani Mansourian, Co-Coordinator The Alliance for Child Protection in Humanitarian Action

Table of Contents and Programme

Day 1: 20 June 2022

Strategic Priorities in Practice 1. Contextualisation as part of localization in refugee settings

- Mistakes and lessons learned from contextualizing global inter- agency standards and European tools: The case of the Mexican Guide for the Foster Care of Unaccompanied and Separated Children
- Articulated action for the care of refugee and migrant children and adolescents without parental care or at risk of losing parental care in Peru
- Advancing Child Mental Health and Protection in Humanitarian Settings: Evidence of Effectiveness of the Child Friendly Space Toolkit

Strategic Priorities in Practice 2. Integrating child protection and education in refugee settings

- Increasing Educational Access and Retention Amongst Syrian and Turkish Adolescent Girls and Boys in Hatay (Turkey) through Integrated Programming
- School violence, depression, and school climate: a cross-sectional study of Congolese and Burundian refugee children

Day 2: 21 June 2022

Strategic Priorities in Practice 3. Capacity strengthening and localization

- Local solutions for local problems: The case of child protection localization initiative in South Sudan
- An Integrated Response: The Localization Experience in DRC
- The Benefits and Challenges of Inter-Sector Localisation Initiative

Strategic Priorities in Practice 4. Improving impact through strong child-friendly accountability and feedback mechanisms

- Improved safeguarding systems to improve accountability to children in Northwest Syria
- Listening to Children's Voices in the World Vision Syria Response: Good Practices, Opportunities, Challenges and Lessons Learnt
- Accountability for affected children in a rapidly changing context in Afghanistan

Strategic Priorities in Practice 5. Child protection and education integration

- Educational indicators in Abjad, Syria, and their impact on child protection
- Integrating of education with child protection and how each contributes to the success of the other
- The added value of integrating education and child protection programming, lessons learnt

Strategic Priorities in Practice 6. Working across sectors evidence reviews

- Evidence on inaction: How lack of awareness of children's protection risks limits humanitarian outcomes
- Reviewing the Evidence on the Linkages Between Child Protection and Food Security

Strategic Priorities in Practice 7. Accountability to children in armed conflict

- Children, Peace and Security ' a 10 Point Guide on how to Build the Agenda Together
- Child protection and prevention on violations before, during, and after peace processes
- Safe participation of CAAFAG in programme design

Strategic Priorities in Practice 8. Anticipatory action with children for the climate crisis

The Impact of COVID-19 School Closures on Child Protection and Education Inequalities in Humanitarian Settings: Recommendations for Action

Day 3: 22 June 2022

Strategic Priorities in Practice 9. Evidence and research for child protection and accountability

- Perceptions and attitudes of faith leaders around violence against children and their perceived role in achieving child sensitive social protection
- Localising the protection of displaced and conflict-affected children: Findings on neglect from community-level research in Jordan and Palestine
- Children in Decision-Making in Fragile Contexts ' a case study on Syria

Strategic Priorities in Practice 10. Accountability: Child participation in design and implementation

- [Creating awareness of Children's protection right through process drama in South Sudan](#)
- [Children in the lead of protection and social cohesion advocacy through Boruboru sport in South Sudan](#)
- [Social Capoeira: Protection and development of children in vulnerable situations](#)

Strategic Priorities in Practice 11. Community-level child protection and working across sectors

- [Localisation in Practice: How World Vision CAR listened to Affected Populations and gave them a voice to shape the project design and crosssector response planning](#)
- [A promising practice: Strengthening childfocused Centrality of Protection through multisectoral community level services in Mopti region, Mali](#)
- [What we've learned from girls and their communities about child marriage to inform humanitarian programming](#)

Strategic Priorities in Practice 12. Working across sectors and prevention

- [How is the World Bank prioritising child protection in its COVID-19 social protection response?](#)
- [Findings from a gender transformative, wholefamily program to enhance protective assets of adolescent girls in Jordan, Niger, and Nigeria](#)
- [The Impact of Cash Assistance on the protection and wellbeing of children and adolescents: Case Studies from Ethiopia and Somalia](#)

Strategic Priorities in Practice 13. Disrupting our ways of working: Food Security and (Child) Protection

- [Safe, Self-Reliant, and Resilient: Proving the potential of multisectoral programming on the protection of conflict affected children](#)
- [Protection and Food Security Joint Analysis](#)
- [Faith Based Organizations \(FBOs\): A renewed humanitarian approach to scale-up sustainable protection actions for Children](#)

Strategic Priorities in Practice 14. Community-level child protection and localization

- [Community based approach to child protection intervention in the conflict affected region of Northeast Nigeria](#)
- [Refugee Youth-to-Youth approaches to advance localization and accountability and strengthen CBCP initiatives](#)
- [First Aid Art: An expressive arts approach to building resilience among adolescents in Venezuela](#)

List of Acronyms Here:

ANSA	Adult Needs and Strengths Assessment
AoR	Area of Responsibility
BIC	Bank Information Center
CAAFAG	Children Associated with Armed Forces and Groups
CADS	Christian Action for Development and Support
CAR	Central African Republic
CCCM	Camp Coordination and Camp Management
CFS	Child Friendly Spaces
CoP	Centrality of Protection
CP	Child Protection
CPHA	Child Protection in Humanitarian Action
CPMS	Child Protection Minimum Standards
CPS	Child Protection Systems
CVA	Cash and Volunteer Assistance
DRC	Democratic Republic of Congo
ECHO	European Civil Protection and Humanitarian Aid Operations
FAA	First Aid Art
FBO	Faith Based Organisations
FGD	Focus Group Discussions
GBV	Gender-based violence
GCP	Global Child Protection
GRYN	Global Refugee Youth Network
IDP	Internally displaced people
IFRC	The International Federation of Red Cross and Red Crescent Societies
INEE	Inter-agency Network for Education in Emergencies
INGO	International non-governmental organisation
IRC	International Rescue Committee
KIIs	Key Informant Interviews
LAC	Looked After Children
MEAL	Monitoring, Evaluation, Accountability and Learning
MHPSS	Mental health and psychosocial support
MPCA	Multipurpose Cash transfer Assistance
MSNA	Multi-Sector Needs Assessment
MVS	Maximum Variation Sampling

NFDHR	National Foundation for Development and Humanitarian Response
NGO	Non-governmental organisation
NNGO	National Non-governmental organisation
NRC	Norwegian Refugee Council
NSAG	Non-State Armed Group
OSRSG CAAC	Office of the Special Representative of the Secretary General for Children and Armed Conflict
PDM	Post-distribution monitoring
RELAF	Latin American Foster Care Network
RYLO	Refugee youth leadership and youth-led organisations
SBCC	Social and Behavior Change and Communication
SSAGE	Sibling Support for Adolescent Girls in Emergencies
SSD	Safe Schools Declaration
SuTP	Syrians under temporary protection
TCO	Save the Children Turkey Country Office
TLS	Temporary learning spaces
UASC	Unaccompanied and separated children
UK FCDO	United Kingdom Foreign, Commonwealth and Development Office
UNICEF	United Nations Children's Fund
UNICEF CFC	United Nations International Children's Emergency Fund Child Friendly Cities Initiative
VAC	Violence against children
VSLA	Village Savings and Loans Associations
WASH	Water, Sanitation, and Hygiene
WRC	Women's Refugee Commission
WVI	World Vision International
WVSR	World Vision Syria Response

Strategic Priorities in Practice 1. Contextualisation as part of localization in refugee settings

Mistakes and lessons learned from contextualizing global inter-agency standards and European tools: The case of the Mexican Guide for the Foster Care of UASC

Author: Mara Tissera Luna

Organisation: Independent Consultant
(Presenting the research process for a guide produced for RELAF and UNICEF)

Key Words: front-line workers, child protection, unaccompanied and separated children, research

Background:

In the past two decades, Mexico has gone from being a country of origin and transit to a country of destination for hundreds of thousands of people on the move, including UASC (mainly from other LAC countries but, increasingly, from other regions). This guide was developed to respond to the practical need of Mexican child protection front-line workers and other practitioners from state institutions, and non-governmental organisations to have guidance to develop foster care programmes for unaccompanied or separated children. These children are cared for by foster families while they have an asylum application pending with the Mexican State. The research for this Guide was done between January 2017 and September 2018 (in a non-continuous manner). It was published by the Latin American network RELAF and UNICEF Mexico CO in December 2021.

Type of Activity:

The research process that led to the guide involved implementing qualitative research methodologies, mainly desk reviews, interviews, and incorporating feedback from the child protection staff of UNICEF Mexico's Country Office. Firstly, we summarised global inter-agency tools on child protection principles and good practices for the alternative care of migrant and refugee UASC from European countries and documented the Mexican legal, policy framework, and protection policies for UASC. Secondly, I summarised national standards of foster care programmes for UASC children in European countries, developed either by NGOs or local/national governments. Finally, I interviewed 12 child protection practitioners and experts from European non-profits working in Belgium, Denmark, Italy, Norway, Spain, and the Netherlands, who have developed and/or managed foster care programmes for UASC.

Challenges/Lessons Learned:

- To develop the Guide, we had to draw from international tools and European programmes and standards for the foster care of UASC because no such institutionalised experiences existed in the LAC region.
- This presentation focuses on some challenges, mistakes, and lessons learned that emerged from trying to contextualise global inter-agency tools/standards, and guidance from countries with significantly different policy and legal frameworks.

(English translation on next page)

Acción articulada para la atención de niñas, niños y adolescentes refugiados y migrantes sin cuidados parentales o en riesgo de perderlos en el Perú

Autora: Oscar Andrés

Organización: Consultor independiente en ACNUR

Palabras clave de búsqueda: niños no acompañados, salud mental y apoyo psicosocial, niños refugiados, formación de cuidadores

Información general:

El Perú es el segundo país en el mundo con mayor cantidad de migrantes de nacionalidad venezolana, lo que incluye un importante número de niñas, niños y adolescentes solos y/o acompañados de sus padres o familiares. Esta situación no prevista ha motivado que el servicio peruano de protección a niñas, niños y adolescentes sin cuidados parentales o en riesgo de perderlos adopte medidas específicas para atenderlos de forma oportuna y eficiente, proceso aún en curso en el cual se destaca la colaboración interinstitucional entre el MIMP y la ACNUR.

¿En qué consiste el trabajo que se presenta?:

El proceso en curso tiene como actividades principales: i) elaboración del protocolo del servicio de las Unidades de Protección Especial para la atención de niñas, niños y adolescentes refugiados y migrantes en situación de riesgo de desprotección familiar en desprotección familiar y otras situaciones de vulnerabilidad, y ii) fortalecimiento de capacidades a los equipos interdisciplinarios de las UPE del MIMP en materia de protección a niñas, niños y adolescentes refugiados y migrantes sin cuidados parentales o en riesgo de perderlos.

Retos, limitaciones, lecciones aprendidas y próximos paso:

- **Reto:** Garantizar instrumentos y estrategias de atención que coadyuven a la atención oportuna y eficaz de niñas, niños y adolescentes refugiados y migrantes sin cuidados parentales o en riesgo de perderlos desde las UPE del MIMP.
- **Limitación:** La UPE es un servicio que cuenta con un mandato de atención a nivel nacional. Sin embargo, se encuentra aún en un proceso de desconcentración.
- **Lección aprendida:** Institucionalizar el acuerdo de colaboración entre la ACNUR y la autoridad nacional encargada de la protección de la infancia y la adolescencia ha permitido darle sostenibilidad al acompañamiento técnico y a la coordinación interinstitucional, actualmente aún vigente pese a los cambios de gestión en el Poder ejecutivo en el Perú.
- **Próximos pasos:** Acompañamiento en el proceso de aprobación del protocolo especializado y ejecución del primer curso "Atención a niñas, niños y adolescentes en situación de riesgo de desprotección familiar y desprotección familiar refugiados y migrantes desde las Unidades de Protección Especial".

Actions related to the care of refugee and migrant girls, boys and adolescents in Peru who are without parental care or at risk of being separated from them

Author: Oscar Andrés

Organisation: Independent consultant at UNHCR

Key Words: unaccompanied children, mental health and psychosocial support, child refugees, caregiver training

Background

Peru is the country with the second largest number of migrants of Venezuelan nationality which includes a significant number of girls, boys and adolescents who are unaccompanied and/or traveling with parents or relatives. This unexpected reality has motivated Peruvian protection services to children and adolescents without parental care or at risk of being separated from them to adapt specific measures in order to address in a timely and efficient manner the needs of this group of children and adolescents who are in a special vulnerable situation. The activity is still ongoing and highlights the interagency collaboration between MIMP and UNCHR.

Type of Activity:

The ongoing intervention consists of the following main activities: i) developing SOPs for service providers in the Special Protection Unit on the care of refugee and migrant girls, boys and adolescents who are not under the protection of their family, are at risk of not being protected by their family and other vulnerable situations, ii) capacity building of members of the intersectoral teams in the Special Protection Units of MIMP on the issues of refugee and migrant girls, boys and adolescents without parental care or at risk of being separated from them.

Challenges/Lessons Learned:

- **Challenge:** Ensuring that the Special Protection Units (UPE in Spanish) of MIMP uses tools and strategies for care that mutually supports timely and efficient care service to refugee and migrant girls, boys and adolescents without parental care or at risk of being separated from them.
- **Limitation:** The Special Protection Units (UPE in Spanish) has a national level mandate to provide care services. However, it is still going under a process of decentralization.
- **Lessons learned:** Institutionalizing the agreement of collaboration between UNHCR and national authority responsible for the protection of children and adolescents has allowed sustainability of interventions on technical support and interagency coordination, which remains still valid despite the changes in administration in Peru's Executive Power.
- **Next steps:** Follow up on the approval process of the specialised SOP and the implementation of the first course on "Care services provided by Special Protection Units to refugee and migrant girls, boys and adolescents who are not under the protection of their family or are at risk of not being protected by their family"

Advancing Child Mental Health and Protection in Humanitarian Settings: Evidence of Effectiveness of the Child Friendly Space Toolkit

Author: Aimyleen Gabriel
Organisation: World Vision UK

Key Words: mental health and psychosocial support, case management, intervention, stress management

Background:

CFS are one of the most widely used interventions to provide MHPSS for children soon after a crisis. It supports the identification of at-risk children and families through the strengthening of community-based child protection groups and identification and referral to case management systems. In this study, World Vision, Columbia University, and Africhild examined the effectiveness of a newly enhanced CFS programme model in the West Nile sub-region of Uganda. We found strong evidence that CFS works in both the short- and long-term in reducing psychosocial distress and equipping children with the assets and capacities required to identify protection risks and navigate to resources needed to reduce the likelihood of harm and promote positive developmental progress.

Type of Activity:

The study involved the implementation of the CFS using the Standard approach and CFS Toolkit with girls and boys in the West Nile refugee response in Uganda. The new/enhanced curriculum, called the CFS Toolkit, incorporates a package of structured sessions that provide deliberate psychosocial support that is age- and gender-appropriate, and tailored to the specific local context. The new model provides a catalogue of interventions developed by the International Federation of the Red Cross and World Vision, known as the “Let the Children Play.” It is intended to improve programme design and effectiveness in the acute phase and to maximise the potential for lasting impacts. It provides 40 sequential sessions, over a twelve-week period, within the traditional CFS intervention, targeting activities that facilitate peer social engagement, stress management, and problem solving, and providing space for arts, games, and physical fitness.

Challenges/Lessons Learned:

- The activities using the Standard and the CFS Toolkit were run in the same physical space concurrently.
- Efforts to minimise cross-contamination were taken by using separate rooms for activities, conducting separate trainings, and staggering outdoor play time.
- Attendance across the study period in both interventions was low and may be an important factor influencing outcomes for adolescents.
- COVID-19 restrictions have limited the activities.
- Many participants were unable to receive the intervention according to random assignment calling for a secondary “as treated” analysis based on validated attendance records.
- The study shows that CFS is a lifesaving early intervention that positively influences the trajectory of children attending.

Strategic Priorities in Practice 2. Integrating child protection and education in refugee settings

Increasing Educational Access and Retention Amongst Syrian and Turkish Adolescent Girls and Boys in Hatay (Turkey) Through Integrated Programming

Author: Hiala Döner

Organisation: Save the Children Turkey
Country Office

Key Words: education, child protection, mental health and psychosocial support, case management

Background:

The proposed presentation will focus on one a PRM-funded project implemented by the Save the Children Turkey Country Office in Hatay. The project addresses issues around access to education among Syrian and Turkish adolescents. Turkey currently hosts over 3.7 million Syrians under temporary protection (SuTP) and over 330,000 individuals seeking asylum or refuge under international protection. Save the Children Turkey has been actively working in Hatay, a province hosting 437,625 SuTP, for nine years. The main goal of our project (2022–2024) is increasing access and retention in the formal education system among Syrian and Turkish adolescent boys and girls. To achieve this, TCO provides academic support through structured courses and educational assistance, carries out case management and psychosocial support programmes, and provides support to families to generate income.

Type of Activity:

TCO designed the project based on a multi-sector needs assessment and consultation meetings with field staff. The project covers a number of activities, including complementary subject-based courses, social and emotional learning programming, individual educational assistance, case management, psychosocial support programming, information dissemination sessions for teachers on child protection, a parenting without violence programme, community-based committee work, and entrepreneurship and youth skills development.

Challenges/Lessons Learned:

- Within the first year of the project, the COVID-19 pandemic had negatively affected certain implementation processes due to school closures and other measures.
- Another challenge was related to integrated programming, as it had been the very first project that we carried out/delivered an education-focused integrated project in Turkey context.
- Similarly, working with volunteers and the municipality has also raised certain concerns and limitations.
- Lack of permissions to carry out house visits and lack of focused MHPSS services and tools, including individual counselling processes, also posed another limitation.
- The integrated nature of the programme eased the internal referrals across teams, which enabled more effective programming overall.

School violence, depression, and school climate: a cross-sectional study of Congolese and Burundian refugee children

Author: Camilla Fabri

Organisation: London School of Hygiene and Tropical Medicine

Key Words: violence against children, climate change, child refugees, education

Background:

The study was aimed at estimating the prevalence of depression and violence against children in schools in Nyarugusu Refugee Camp in Tanzania, and at assessing the association with school climate. The study was conducted as part of a large cluster randomised trial to evaluate the effectiveness of a violence prevention intervention implemented by the International Rescue Committee between November 2018 and February 2021.

Type of Activity:

We implemented a cross-sectional survey of students and teachers in all primary and secondary schools in Nyarugusu Refugee Camp in Tanzania, conducted as part of a cluster randomised controlled trial. We computed prevalence estimates for student depression and violence against children in schools and used mixed logistic regression analysis to explore the association between perceptions of school climate and students' experiences and use of violence and their depressive symptoms.

Challenges/Lessons Learned:

- Our study relied on a cross-sectional design; therefore, we cannot make causal inferences from the associations presented.
- Although students provided informed assent to participate in the study, and they were informed about the confidential nature of their responses, stigma and concerns around confidentiality as well as social desirability bias may have resulted in under-reporting of sensitive outcomes, such as experiences of violence and depressive symptoms.
- Our analyses show that while schools can act as an important protective environment for children, child refugees may also endure a host of adverse school experiences with negative consequences for their physical and mental health.
- Our findings suggest that violence in schools in Nyarugusu Camp is very normalised and not targeted at or used by specific groups.
- In this context, child protection and mental health interventions targeted at children and adolescents are urgently needed, and schools offer an ideal service delivery platform to reach a large number of children given the higher enrolment rates that characterise protracted humanitarian crises.

Strategic Priorities in Practice 3. Capacity strengthening and localisation

Local solutions for local problems: The case of child protection localization initiative in South Sudan

Author: Zerihun Yohannes
Organisation: War Child Holland

Key Words: localization, capacity strengthening, psychosocial support

Background:

According to national child protection MIS, more than 32,000 UASC are registered so far, while an estimated 19,000 children were reported as being associated with armed groups and forces since the start of the crisis in 2013. An estimated 2.9 million children and adults need basic protection and psychosocial support services to prevent and respond to abuse, exploitation, violence, and psychological distress resulting from the ongoing humanitarian crisis. In light of increasing protection needs across the country, the involvement of NNGOs and community-based actors is believed to be a more effective and sustainable modality to extend humanitarian assistance to hard-to-reach areas. War Child, through UNICEF and Netherlands MOFA, has been working with ten NNGOs to provide critical community-based child protection and psychosocial support services to children, caregivers, and the community at large in ten different counties.

Type of Activity:

As part of localisation initiative, War Child followed key steps as outlined in its partnership policy. Localisation starts with an open dialogue with partners on the importance of partnership, and discussion on exploring opportunities for joint proposal development and resource mobilisation to respond to local needs. This discussion is formalised through an organisational capacity assessment, which sheds light on capacities and areas that need improvement. On the basis of assessment, the capacity development plan is jointly developed and implemented. The capacity development support included training and coaching sessions across identified gaps, including on programme, finance, HR, procurement, and MEAL areas. Following capacity development support, partners were provided child protection programme implementation grants, along with regular follow-up and programme and operation visits and reviews.

Challenges/Lessons Learned:

- There is a tendency from local authorities and community representatives to undermine the capacity of local organisations. This view, however, is challenged through consistent performance of local organisations leading to building confidence on the capacity of local organisations.
- Local organisations have been facing challenges in directly accessing funding from major donors due to restrictive regulations that favour channelling funding through international organisations.
- As a result of access to limited funding, many NNGOs face challenge to maintain basic operation and qualified staff.

(English translation on next page)

La Réponse conjointe : L'expérience de la localisation à L'Est de la RDC

Auteur: Simon Kangeta

Organisation: AJEDI-Ka (Association de Jeunes pour le Développement Intégré-Kalundu)

Mots clés: localisation, enfants dans les conflits armés armés, acteurs internationaux et locaux, plaidoyer acteurs internationaux et locaux, plaidoyer, protection de l'enfance au niveau communautaire

Contexte:

Le travail, consistait à apporter une réponse conjointe auprès de la population touchée par la crise humanitaire dans une zone de santé identifiée par les acteurs internationaux et nationaux lors de l'évaluation des besoins. Ce travail est fait en consortium de 6 organisations internationales en partenariat avec 6 autres organisations locales. Le leader du consortium, du projet DRA, est WORD VISION INTERNATIONAL GOMA. C'est dans le contexte de conflits armés récurrents, à l'Est de la RDC, que le ministère des affaires étrangères du Pays Bas à travers le DUTCH RELIEF ALLIANCE a appuyé le programme intitulé JOINT RESPONSE (JR) à l'EST DE LA RDC. L'objectif du travail, c'est d'apporter des réponses conjointes à travers les différentes interventions des acteurs internationaux et locaux travaillant dans la même zone de santé. La durée du programme est de quatre ans.

Type d'activité:

Ce n'est pas un projet de recherche, mais plutôt un programme. Nous avons des preuves des résultats de notre travail, dans le cadre des actions de plaidoyer pour la libération des enfants et de leurs réintégrations dans les communautés d'accueil. Les engagements de représentants de certains groupes armés dans le cadre des actions préventives.

Défis/leçons apprises:

- Faible capacité de faciliter les opportunités de financement.
- Absence d'action pour faciliter les financements flexibles aux organisations locales.
- Le départ des ONG internationales fragilisent les succès des actions conduites en synergie avec les acteurs locaux.
- Faible prévision des frais de mitigation des risques pendant l'implémentation du projet, ce qui rend la flexibilité budgétaire quasi-impossible en cas de récurrence des risques opérationnels.
- L'appropriation et le développement par la communauté de l'approche communautaire facilite la prévention, la prise en charge et la promotion du bien-être, et la protection des enfants contre les risques de recrutement et les problèmes de vulnérabilité ;
- L'étroite collaboration entre la communauté, les acteurs étatiques et privés de la protection de l'enfant, Les groupes armés et l'AJEDI-Ka a facilité la libération et la prise en charge de 70 enfants.

The Joint Response: The experience of localisation in Eastern DRC

Author: Simon Kangeta

Organisation: AJEDI-Ka (Youth Association for Integrated Development-Kalundu)

Key Words: localisation, children in armed conflict/group, international and local actors, advocacy, community level child protection

Background:

The work consisted of providing a joint response to the population affected by the humanitarian crisis in a health zone identified by international and national actors during the needs assessment. This work was done in a consortium of 6 international organisations in partnership with 6 other local organisations. The consortium leader of the DRA project is World Vision International Goma. In the context of recurrent armed conflicts in the East of the DRC, the Dutch Ministry of Foreign Affairs through the Dutch Relief Alliance has supported the Joint Response (JR) programme in the East of the DRC. The objective of the work is to provide joint responses through the different interventions of international and local actors working in the same health area. The duration of the programme is four years.

Type of Activity:

This is not a research project, but rather a programme. We have evidence of the results of our work, in advocacy for the release of children and their reintegration into host communities. The involvement of representatives of some armed groups in preventive actions.

Challenges/Lessons Learned:

- Low capacity to facilitate funding opportunities.
- Lack of action to facilitate flexible funding for local organisations.
- The departure of international NGOs undermines the success of actions carried out in synergy with local actors.
- Poor forecasting of risk mitigation costs during project implementation, which makes budget flexibility almost impossible in the event of recurring operational risks.
- Community ownership and development of the community approach facilitates the prevention, care and promotion of well-being, and the protection of children from recruitment risks and vulnerability issues;
- Close collaboration between the community, state and private child protection actors, armed groups and AJEDI-Ka facilitated the release and care of 70 child

The Benefits and Challenges of Inter-Sector Localisation Initiatives

Author: Ben Munson

Organisation: Global Education Cluster
(Save the Children)

Key Words: education, humanitarian contexts, development settings, coordination

Background:

The toolkit builds on multisectoral experiences of localisation initiatives in coordination (e.g., for CP experience with local actors in Nigeria, Iraq, South Sudan).

The objectives of the toolkit are:

- To equip inter-agency humanitarian coordinators, co-leads, and partners to invest in local and national actors' participation and leadership in coordination in diverse humanitarian settings.
- To provide resources for local and national actors to strengthen their capacity for influence and leadership in coordination fora.
- To be a go-to resource for localisation across a range of clusters and humanitarian coordination structures, with tools relevant to a wide range of practitioners.

Type of Activity:

An advisory group of 15 agencies was formed, including representatives from the Education, WASH, and Nutrition clusters, CP AoR, national actors, country-level coordinators, and INGOs with experience in facilitating localisation in humanitarian contexts.

The advisory group reviewed and gave input at each stage of the process. Key steps included:

- Desk review: 170 documents from academic and grey literature.
- Consultations: 23 KIs and national actors from multiple sectors and nine countries.
- Draft toolkit: reviewed by advisory group, their organisations, and KIs.
- Development of the full toolkit.
- Pilot testing is currently being started among Save the Children/CP AoR, Education, Nutrition, and WASH clusters.

Challenges/Lessons Learned:

- The different clusters/sectors are at different points in their localisation journeys and therefore curating a harmonious toolkit that met the needs of all stakeholders was challenging.
- These clusters had varying priorities as well as having different sizes and structures, which means that some clusters have the ability to enact localisation initiatives faster.
- The quantity of tools versus their quality was a limitation as there were many additional tools that could have been included, but the toolkit was reduced in size to make it more approachable and digestible.
- This new Localisation in Coordination Toolkit will be used to structure a pilot project between four clusters: GEC, CP AoR, the Nutrition Cluster, and the WASH Cluster. This project will aim to put this toolkit into practice in four varying contexts to try and localise the coordinator as well as generating evidence to support the further roll-out of this toolkit to additional contexts and other clusters.

Strategic Priorities in Practice 4. Improving impact through strong child-friendly accountability and feedback mechanisms

Improved safeguarding systems to improve accountability to children in Northwest Syria

Author: Alaa Rajaa Mughrabieh
Organisation: Hurras Network

Key Words: safeguarding, education, gender-based abuse, poverty, conflict

Background:

The problem of securing Syria's students precedes the country's decade-long conflict. Prior to the conflict's start in 2011, safeguarding measures were uncommon and legal frameworks were non-existent. Physical violence and humiliation were unfortunately common modes of discipline. These issues exist in many Syrian schools. A decade of conflict has increased the problem of safeguarding. Syria's youth have been mentally wounded by violence and poverty and pushed to drop out. However, in this presentation, we are going to explain how Hurras Network, with the support of Manahel, has been able to establish a safeguarding system relying on semi-structured bodies and community through programme, that works across schools and their respective communities to provide children with safe and quality education.

Type of Activity:

The Syria Education Programme aims to provide safe school environments by avoiding and responding to safety concerns when they emerge. Our strategy is comprehensive, with students being able to safely express their concerns to the school hierarchy, and school employees being able to respond to child protection concerns both proactively and reactively. The programme teaches children how to recognise different types of abuse and how to report it so they can get treatment. To prevent future injury to the child, complaints are handled with the utmost caution. Survivors are provided with psychosocial and medical assistance, while offenders are held accountable. The education directorate receives reports from school safeguarding officers. The directorate is in charge of conducting investigations, which usually includes questioning witnesses and criminals. Then, depending on the evidence, they offer disciplinary recommendations. Throughout the procedure, we keep the children's caretakers updated.

Challenges/Lessons Learned:

- Take aggressive actions to make schools a safe place for girls to learn. For example, our study indicated that teachers frequently penalise girls by yelling at them or escorting them to the back of the class, whereas sanctions for boys are rarely used. This treatment has the potential to negatively impact a girl's school experience and, as a result, her capacity to learn.
- Gender-based abuse can go undetected and unchallenged if there are no safeguarding structures in place. Girls' short- and long-term success are hampered by gender-based violence, which has an influence on their education and life outcomes.

Listening to Children's Voices in the WVSR: Good Practices, Opportunities, Challenges and Lessons Learnt

Author: Paul Kiggwe

Organisation: World Vision International (WVI)

Key Words: violence against children, protection, education, response mechanisms, humanitarian accountability

Background:

World Vision Syria Response (WVSR) has been operating in Syria, Jordan, and Turkey since the conflict started in 2011. The Syria Response team has provided lifesaving protection, education, WASH, livelihoods, and health services to refugees and local communities impacted by the ongoing conflict. Each year, WVI reaches more than 2 million people, including more than 500,000 Syrian people, with critical Health, WASH, Livelihoods, and Protection services since the beginning of the Syria Response in 2011. More than 70 per cent are children. In reaching all these beneficiaries, WVI has established and is implementing an accountability system that ensures that beneficiaries receive the appropriate information, are consulted, participate, have access to appropriate feedback and response mechanisms, and, most importantly, take care of children's voices.

Type of Activity:

The child-friendly activities conducted within WVSR under the pillars of the accountability framework include:

- Accountability Assessments.
- Information sharing methodologies: text messages, videos, voice messages, posters, banners, help desk, and information sharing sessions.
- Participation: Children participate in WVSR programmes as volunteers, participants in projects reflection meetings, and respondents in assessments such as MSNA, PDMs, evaluations, and baselines.
- Consultations: Children are consulted on their most significant needs through Needs Assessments to inform project design, their preferred feedback mechanisms through Humanitarian Accountability assessment, and their perception of programme quality through an accountability satisfaction survey and real-time evaluations.
- Feedback mechanisms: Children-friendly feedback mechanisms are designed and implemented based on the children's preferences identified during Accountability Assessments.

Challenges/Lessons Learned:

- Challenges included budget limitation, the limited capacity of the partners in the area of accountability, challenges in accessing some beneficiaries inside Syria, disregard for accountability by some local authorities, restrictions by donors to share selected information with beneficiaries, and partners not sharing the project activity updates.
- Lessons learned: To allocate sufficient funds for the accountability activities, need to strengthen collaborations and coordination among international non-government organisations, conduct regular accountability assessments.

Accountability for affected children in a rapidly changing context in Afghanistan

Author: Qudsia Khairy

Organisation: World Vision Afghanistan

Key Words: conflict, gender-based violence and abuse, disability, mental health and psychosocial support, accountability

Background:

The constant unrest for more than four decades has resulted in Afghan children being in situations where they face an increased risk of abuse, neglect, and exploitation. Especially after the Taliban takeover, there are newly imposed restrictions on girls' children women's barring their participation in public domains. Overall, though no systematic study is conducted, except for the effort of humanitarian agencies, accountability, and feedback mechanism for communities and specifically for children is unthinkable. There is a general lack of awareness and recognition of children's participation rights in the country, due to cultural and legal-related issues. It is with this background that WVI has initiated Child-Friendly Feedback and Accountability Mechanisms as part of ensuring accountability for the affected population. Such a mechanism aims to facilitate discussions and feedback among boys and girls, with considerations to specific age, gender, and disability aspects.

Type of Activity:

Child-Friendly Feedback and Accountability Mechanisms is an ongoing and systematic collection, analysis, and use of child protection related data and information for the programme to ensure child-friendly accountability mechanisms. The activity involves monitoring child protection risks, concerns, violations, and capacities in a given humanitarian context to produce evidence on child protection risks and existing capacities to inform analysis, strategy development, and responses. Child-Friendly Feedback and Accountability Mechanisms are conducted every month. Three major activities are used for data collection: child and adult questionnaires, a child participatory assessment tool, and a workshop and hotline service for children in the project locations. In the participatory assessment workshop, games were played with children as they expressed their views on and experiences with concerns, threats, risks, and solutions; and finally, the KII, which is used to collect data by trained data collectors and conducted with play and recreational activities so that children are at ease participating.

Challenges/Lessons Learned:

- Since the Taliban re-took control of the country in August 2021, WVI's efforts to reach children, especially girls, have been significantly hampered. Girls and women are not encouraged to take part in public life, including education, which makes it difficult to reach them through services and solicit their feedback.
- The amount of feedback that WVI now receives from women and girls has dropped significantly. This creates a challenge in terms of ensuring that the voices of children are reflected in the programming and response.
- The following are the lessons learned: Creating a system in which children's voices and concerns are heard makes the programming to responsive the real need.

Strategic Priorities in Practice 5. Child protection and education integration

(English translation on next page)

المؤشرات التعليمية والتربوية في أبعاد وتأثيرها على حماية الطفل

مقدم العرض: سندس بدوي
المنظمة: مبادرة أبعاد للتعليم

الكلمات الدالة:

الصراع ، والعنف القائم على النوع الاجتماعي
والاعتداء ، والصحة العقلية والدعم النفسي
والاجتماعي ، والتعليم

خلفية وسياق العمل

انتشرت مخيمات النازحين في شمال سوريا نتيجة للحرب المتواصلة في البلاد، والتي تركت أكثر من ثلاث ملايين طفل سوري يعيشون في ظروف قاسية للغاية ومحرورين من فرص التعليم. من خلال تجربتنا العملية والإحصاءات التي قامت مؤسسة أبعاد بإجرائها في أربع مخيمات، فقد وجدنا بأن سبعة من كل عشر أطفال في هذه المناطق متسربون عن المدارس ولا يمتلكون مهارات القراءة والكتابة (لم يلتحقوا بالمدرسة نهائياً).

منذ العام ٢٠١٨، عملت مبادرة أبعاد على إيصال التعليم للأطفال في مخيمات إدلب، إذ بلغ عدد المستفيدين من المبادرة قرابة ٨٠٠ طفل، بينهم ٣٠٠ طفل خلال العام الدراسي ٢٠٢١-٢٠٢٢. قامت المبادرة بتوفير الفرص التعليمية وفقاً للمنهج الدراسي المعتمد من قبل مديرية التربية في إدلب لكن تم دعمه بمجموعة من الإجراءات (المؤشرات) التعليمية التربوية التي تضمن التزام الطفل بالعملية التعليمية، وتساعد على تحديد الصعوبات التعليمية والنفسية والاجتماعية لدى الطلاب، وأيضاً تفيد في التشبيك مع الجهات المعنية بتوفير الدعم والحماية اللازمة لهم.

تسعى المبادرة إلى تقديم نموذج تعليمي للأطفال في بيئات النزاع بحيث يتم رفق هذا النموذج بمجموعة من الإجراءات النوعية التي تستهدف الطلاب والأهالي والعاملين في مجال التعليم من خلال الأساليب التعليمية النوعية والتفاعلية. من خلال عرضنا التقديمي، سنقوم بتسليط الضوء على المؤشرات التعليمية التربوية المصممة من قبل مبادرة أبعاد ومدى تأثيرها في موضوع حماية الطفل ودورها في تفعيل دور المرشدين والعاملين في مجال حماية الطفل.

نوع النشاط

- يتم الوصول للأطفال عن طريق عملية مسح شاملة (تتضمن جمع معلومات عن الأطفال والأهالي والبيئة المحيطة). تفيد هذه المعلومات في وضع فكرة أولية عن كل طفل ويتم تصميمها في مرحلة التخطيط للعام الدراسي، وفي هذه المرحلة يتم وضع الأدوات والمؤشرات التعليمية والتربوية التي تساهم في رصد الحالات الخاصة خلال العام الدراسي، ليتم لاحقاً التعامل معها إما بشكل مباشر أو من خلال نظام الإحالة.
- تتضمن هذه المؤشرات مؤشرات السلوك ومؤشرات الالتزام ومؤشرات اختبار الدقة الواحدة، ويتم العمل بها بشكل أسبوعي وتراكمي وعلى مدى شهر كامل، وهي تساعدنا على قياس تأثير السلوك والالتزام والاستيعاب على العملية التعليمية، كما تساهم في رصد الحالات الخاصة وتحديد الأسباب الكامنة وراء حالات التسرب والعمالة والعنف والإساءة الجسدية والجنسية للطلاب.
- تتم متابعة هذه المؤشرات من قبل مسؤول الدعم والحماية والذي يقوم بدوره بإجراء زيارات دورية متكررة للأهل للتعرف على بيئة الطفل ووضع خطة للتدخل إما بشكل مباشر (ضمن مواردنا) أو من خلال الإحالة لجهات متخصصة.

الدروس المستفادة/التحديات

- الكادر التعليمي المحلي مازال يقدس الطرق التعليمية التقليدية وتنقصه المرونة للتعامل مع هذه المؤشرات وتحقيق الهدف الذي صممت من أجله.
- قلة الموارد المالية والبشرية مما أثر على فعالية دور مسؤول الدعم وقدرته على التعامل مع خطط التدخل.
- ضعف التشبيك وغياب الجهات الرسمية والجهات الفاعلة المحلية القادرة على دعم هذه الإجراءات، بالإضافة إلى الصعوبات الاقتصادية والاجتماعية والتي تحد من قدرتنا على إيجاد الحلول لمشاكل التسرب وعمالة الأطفال والعن

Educational and Pedagogical Indicators at Abjad and Their Impact on Child Protection

Author: Sundus Badwi
Organisation: Abjad Initiative for Education

Key Words: conflict, gender-based violence and abuse, mental health and psychosocial support, education

Background:

Due to the ongoing war in Syria, IDP camps have spread in the northern part of the country, leaving more than three million children living in extreme conditions and deprived of basic education. According to statistics collected by the Abjad Initiative in four camps in 2014, seven out of every 10 children in these camps are dropouts and/or illiterate (never enrolled in education). Since 2018, the Abjad Initiative has worked to provide education to children in the Idlib camps. Thus far, 800 children have been provided with education, including 300 children during the 2021-2022 school year. The schooling is delivered according to the official curriculum approved by the Directorate of Education in Idlib but is also supported by a set of educational measures (indicators) to ensure children's commitment to the educational process and help identify any educational and psychosocial difficulties they face. In addition, these measures contribute to building networks with the authorities to provide the necessary support and protection for children. The Initiative seeks to provide an educational model for children in conflict environments, supported by a set of qualitative measures targeting students, parents, and educational staff through quality educational methods. In the presentation, we discuss the educational and pedagogical indicators designed by the Abjad Initiative and show their impact in the field of child protection and in activating the roles of educators and child protection workers.

Type of Activity:

- Children are reached through a comprehensive survey (which includes information about the children, their parents, and their environment). As part of the preparation for the educational year, various tools and indicators are designed to help identify special cases during the educational process, which are then addressed directly or through the case management system.
- These include behavioural, commitment, and one-minute test indicators. The indicators are introduced, cumulatively, on a weekly basis, and over a one-month period, helping us measure their effect on the educational process, identify any special cases, and determine the factors behind them (dropping out, child labour, violence, sexual and other forms of abuse).

Challenges/Lessons Learned:

- The local educational staff is accustomed to working within the traditional methods of education and does not demonstrate the necessary flexibility to deal with these indicators
- Lack of financial and human resources affects the ability of the support officers to implement intervention plans.

Integrating of education with child protection and how each contributes to the success of the other

Author: Ahlam Ahmed

Organisation: National Foundation for Development and Humanitarian Response (NFDHR)

Key Words: education, case management, community level child protection, programming

Background:

Yemen Education Cluster Partner NFDHR is currently implementing an EIE-CP project in Yemen, funded by the ECHO, in partnership with UNICEF and the Norwegian Refugee Council (NRC). This project is targeting 1,400 teachers and 1,710 social workers with educational activities integrated with child protection activities like Safe School Protocols, case management, PSS, and raising the awareness of 20,000 community members about the importance of education and child protection. The project is being implemented in the areas most affected by war, displacement, and armed conflicts in Yemen. Many children face GBV and CP issues (CAAFAG being one of the most prevalent), and CP is emerging as a key step that education actors need to consider when developing their programming. The project is designed for children of IDPs, including those from host communities who have lost the opportunity to attend school, and is planned for one year. The main objectives of the integration are: holistic consideration of children's needs that includes education and the CP's needs; and avoiding duplication of activities in programming.

Type of Activity:

Safe Schools Protocols: Contribute to protecting education from attack by rolling-out commitments from the Safe Schools Declaration and application of Safe School Protocols through training 800 school-community members, 400 teachers, and 14,000 students. **Alternative Learning Pathways:** Increase access to alternative learning pathways for 14,000 conflict-affected and/or displaced children through establishment of temporary learning spaces (TLS), including WASH facilities and identification and support of existing learning spaces. **Community-Based Classrooms:** Increase secure and safe learning environments for conflict-affected and displaced school-aged children through the establishment of 210 TLS with integrated child protection services; based on the results of the needs assessment. Additional existing learning spaces will be identified in schools or other buildings fit for purpose.

Challenges/Lessons Learned:

- Difficulty in coordinating with local authorities, as they consider child protection activities a waste of money and useless.
- Increase identification and use of specific activities (such as the SBCC activities) that are strategic access points to promote protection outcomes and in turn, increase funder investment in integrated protection programming.

The added value of integrating education and child protection programming, lessons learnt

Author: Sara Magber

Organisation: International Rescue Committee

Key Words: education, child protection services, reintegration, caregiver training

Background:

The regional PEACE project, implemented across three years and funded by ECHO in three countries, is currently exploring how child protection can be integrated across education models including:

- Children in formal schools at risk of drop out and exposed to attacks on schools, whose teachers benefit from child protection training and support.
- Children who are at risk of drop out who receive homework support
- Children in accelerated learning programmes who have been out of school and aim to be re-integrated into school through the support of accelerated learning and child protection services.
- Children who are hard to reach and out of school, who are targeted through protection services to be integrated into basic literacy and numeracy services while receiving targeted child protection services.

The programme has explored extensively how child protection can be embedded into various education models, including the best way to support children with individual, group, and family-based activities. Protection services are also provided to key stakeholders in order to strengthen the competencies of teachers and facilitators in child protection.

Type of Activity:

All three countries conducted assessments to decide what education and child protection was needed and are currently conducting assessments in schools and Quranic schools, seeking the views of children on programme design and needs.

Challenges/Lessons Learned:

- Integrating education and child protection to scale is a challenge and requires human resources.
- Teams have tried to balance group activities with individual support for children at high risk of harm, which remains a challenge.
- Teams have lessons learned when it comes to integrating child protection services in formal schools, exploring cash for children at risk of drop out, as well as how to jointly target out-of-school children, how to jointly support children with visual impairments, how to work on inclusion using a targeted approach, and how to jointly support children in Quranic schools.

Strategic Priorities in Practice 6. Working across sectors evidence reviews

Evidence on inaction: How lack of awareness of children's protection risks limits humanitarian outcomes

Author: Joanna Wedge

Organisation: CPMS WG–Alliance CPHA

Key Words: minimum standards, child protection risks, food security, education, health

Background:

In working with other sectors, we can see the risks of humanitarian programming that is uninformed by child protection risks, including the potential exposure of children to further harm, inefficient use of resources, and compromising sectoral outcomes. However, there have been limited efforts to analyse existing evidence and data to demonstrate the benefits of child protection sensitive programming. This research gathered and analysed evidence in four sectors: Education, Food Security, CCCM, and Health. It also sought to understand how CPHA actors need to alter their ways of working to be better allies for other humanitarians.

Type of Activity:

In each priority sector, researchers undertook KII, did a search of grey and peer-reviewed literature, undertook an analysis, and facilitated stakeholder validation of the analysis. Finally, an analysis of the commonalities and differences from all four sector-specific reviews will be undertaken by the CPMS co-leads in May and validated by the WG in June.

Challenges/Lessons Learned:

- One of the findings is on the difficulty in finding entry points for CCCM/Shelter sector. It is important to frame this conversation in a non-blaming manner and to look for ways in which all parties can be humble learners.
- Discussions in this session would inform the intersectoral tools that are being created or revised in Quarter 3, 2022.

Reviewing the Evidence on the Linkages Between Child Protection and Food Security

Author: Yang Fu

Organisation: Plan International

Key Words: Covid-19, climate change, violence against children, conflict, food security

Background:

Conflict, climate shocks, and COVID-19 continue to increase food insecurity around the world, leaving millions of children at increased risk of violence. The Global Child Protection Area of Responsibility and Plan International have launched a global initiative to enhance field support and coordination between child protection and food security sectors and promote shared outcomes for children. By working closely with the child protection and food security clusters, this initiative aims to provide child protection and food security practitioners with tools and resources to integrate child protection and food security responses. The first phase of this initiative runs from January–December 2022.

Type of Activity:

The evidence review consisted of a review of academic literature and grey literature. Academic literature was identified through online academic databases, while grey literature was identified by reaching out to organisations through the CP Area of Responsibility and Food Security Cluster as well as direct outreach to child protection and food security organisations. Inclusion and exclusion criteria were identified, which was then modified to account for non-humanitarian low- and middle-income contexts, which nevertheless face food insecurity. A series of key information interviews with child protection, protection, and food security actors working at global and country levels was conducted from March–April 2022.

Challenges/Lessons Learned:

- The evidence review was not systematic. Therefore, it may not have exhaustively captured all existing evidence, particularly grey literature from humanitarian organisations.
- While evidence from non-humanitarian contexts can be useful, significant gaps remain in understanding how food insecurity impacts children’s protection in humanitarian contexts. In May 2022, capacity-needs assessment surveys will be conducted at country-level in three country contexts to complement the findings from the evidence review, and to help determine how key findings can be translated into practice with child protection and food security actors.
- The initiative will focus on providing dedicated technical support and capacity-building to three country contexts over the next several months, including the provision of an in-country workshop between child protection and food security actors, development of programmatic and advocacy tools, and piloting of tools.
- The content of the technical tools and support will be based on the findings from the evidence review and capacity-needs assessments.

Strategic Priorities in Practice 7. Accountability to children in armed conflict

Children, Peace, and Security—A 10 Point Guide on how to Build the Agenda Together

Author: Madeline Zutt
Organisation: Dallaire Institute for Children, Peace, and Security

Key Words: centrality of children, children in armed conflict, children peace and security

Background:

The Children, Peace, and Security policy guidance was developed to fill critical knowledge, research, and policy gaps. While the UN Security Council Resolution 2250 focuses on the meaningful participation of young people (aged 18–29) in peace processes and conflict resolution, children under 18 are often not seen as relevant stakeholders in global peace and security. When examining children and armed conflict, the UN, along with international, regional, and local actors, tend to focus primarily on children’s needs for protection and not on children’s roles as agents of peace. The Children, Peace, and Security framework addresses this gap by introducing a global child protection CPS agenda that puts children’s rights and well-being at the heart of global peace and security efforts, and that promotes and strengthens the centrality of children’s agency to positively impact change.

Type of Activity:

The CPS guidance was developed by the Dallaire Institute, in collaboration with legal and policy partners with substantive child protection and peace and security experience. The guidance contains ten sections that will guide governments in developing and implementing a CPS agenda. These sections include: incorporating a CPS agenda through national laws, government mandates and international treaties; how CPS is incorporated in defence and foreign policies; resources for implementation of the agenda; impact(s) of a CPS agenda; international agreement on what a CPS agenda should look like; the centrality of children’s roles in peace processes; and strategic complementarity with other frameworks.

Challenges/Lessons Learned:

- The main challenges to implementing a CPS agenda are the barriers associated with prioritising prevention, including insufficient funding for prevention work in the field of children, peace, and security.
- Prevention is often under-strategised and insufficiently implemented, making the measurement of prevention work challenging.
- The next steps will include how best to facilitate points of collaboration between and across peace and security agendas and mandates, in order to implement and strengthen a global CPS agenda.

Child protection and prevention on violations before, during, and after peace processes

Author: Joanna Desmarquest

Organisation: Office of the Special Representative of the Secretary General for Children and Armed Conflict (OSRSG CAAC)

Key Words: violence against children, child protection and prevention, armed conflict, peace agreements

Background:

In 2018, the UN Security Council, in its Resolution 2427, stressed that in peace agreements a strong emphasis should be put on the best interest of the child, the treatment of children separated from armed groups as victims, with a focus on family and community-based reintegration. The Council called to integrate adequate child protection provisions into all peace and ceasefire negotiations. Child protection and prevention on violations must be in heart of all the efforts of a given country and community before, during, and after peace processes. The work was about assessing the legal and political frameworks. One of the studied elements of protection was reintegration of children formerly associated with armed groups and armed forces. The “Practical guidance for mediators to protect children in situations of armed conflict”, published in 2020 by the OSRSG CAAC, stresses that reintegration procedures for children should be “actively carried out at all times” and identifies them as a confidence-building measure.

Type of Activity:

Activities included review of the peace agreements; consultations; analysis of the legal and political frameworks, and their efficiency and application in different security settings; and desk review.

Challenges/Lessons Learned:

- In some cases, the evaluation of the implementation of the accessible, official commitments and laws can be limited due to lack of data.
- Political context, conflict of interests, but also lack of human resources can lead to the omission of child consideration during the peace negotiations. For that, intense advocacy and capacity-building must be continued.

Safe Participation of CAAFAG in Programme Design

Author: Sandra Maignant
Organisation: Plan International

Key Words: prevention, programming, capacity strengthening

Background:

The purpose of the project was to field test an inter-agency programme development toolkit that aimed at strengthening the capacities of field practitioners to design and implement programmes related to the prevention of child recruitment and the release and reintegration of children associated with armed forces and groups (CAAFAG) across multiple contexts.

Type of Activity:

As part of the context analysis, former CAAFAG were involved in Iraq and Central African Republic (CAR). The children were consulted through three half-day mini workshops, including participatory activities, to encourage them to safely reflect on the risk and protective factors of recruitment, recommendations to facilitate release from armed groups, and reflections on reintegration. In 2021, Plan International, under the umbrella of the CAAFAG task force, field tested the CAAFAG Programme Development Toolkit in three countries. It included the implementation of a context analysis using various methodologies, including the consultation of former CAAFAG to inform programme design. The research questions included:

- What are the risk and protective factors to recruitment for boys and for girls—are there differences according to their age and gender?
- What are the challenges and risks faced by boys and girls during their reintegration at the individual, family, community, and society levels?

Challenges/Lessons Learned:

- We have tested these new tools in two countries only, and we integrated feedback in the final version. These tools need to be used more widely to assess the outcomes on the quality of programme design and ultimately the outcomes for children.
- Facilitators should be known to the children, such as case workers who are working regularly with them.
- Half-days of workshop allow children time to reflect between the sessions. However, this is not always possible, particularly when children travelled to attend the workshop.
- We don't ask children to share personal experiences but rather speak in general terms.

Strategic Priorities in Practice 8. Anticipatory action with children for the climate crisis

Anticipatory Action, Climate Change, and Next Steps as an Alliance

Author: Gurvinder Singh

Organisation: IFRC

Key Words: anticipatory action, government, contextualization, child protection, climate change

Background:

Anticipatory action encompasses a set of planned and pre-financed measures taken when a disaster is imminent, prior to a shock or before acute impacts are felt. Anticipatory action is not a new sector, but an integral component of disaster risk management, adaptation, and resilience. Anticipatory action initiatives have gained significant momentum in recent years. Currently, over 60 countries are implementing anticipatory action approaches and there is growing interest in moving from small-scale pilots to anticipatory action at scale. A recent UN General Assembly [resolution](#) urged member States to strengthen anticipatory approaches.

Type of Activity:

An IFRC and AoR report has found key activities to include child protection in anticipatory action. They include: developing early actions that include child protection and identifying relevant indicators in the design and development of anticipatory action triggers; contextualising and translating early warnings into expected risks for children; and ensuring the meaningful participation of children of diverse ages, genders, abilities, ethnic backgrounds, and communities to identify top protection priorities and barriers, and to develop and make accessible child-friendly messages. These key activities also include identifying categories of children at high risk of protection needs; facilitating local coordination and joint planning between relevant government ministries, child protection and education practitioners, international and national NGOs, UN, and Red Cross and Red Crescent National Societies as well as technical experts and scientists; and advocating for child protection with communities, authorities, and key local decision makers. The activities continue with building practical linkages between child protection and other sectors as much as possible; reviewing local and national child protection laws, policies, and regulations to understand legal obligations and in order to ensure anticipatory actions align with and support legal obligations; ensuring child safeguarding mechanisms are in place among agencies interacting with children; and evaluating the impact of anticipatory action on the protection of children.

Challenges/Lessons Learned:

- Anticipatory action is still a relatively new theme that is evolving. As such, there is constant learning and areas to improve and not all child protection actors are familiar with the concepts, background, and strategies to localise action.

The Impact of COVID-19 School Closures on Child Protection and Education Inequalities in Humanitarian Settings: Recommendations for Action

Author: Laura Lee

Organisation: Proteknon Foundation for Innovation and Learning, BIFERD, CINDE, Dr. Bassel Akar

Key Words: Covid-19, education, research, wellbeing of children

Background:

Children, families and communities have been impacted by COVID-19 related school closures globally, but the impacts on the wellbeing of children and on educational inequalities in humanitarian settings has not been well understood. The objective of this study is to ensure that children and their holistic well-being are at the centre of decision-making and planning processes in both present and future infectious disease outbreaks (IDOs), particularly regarding school closures and reopening. The 3-phase project (planning; data collection and analysis; writing and advocacy) began in January 2020 and will be finalised in June 2022

Type of Activity:

The qualitative research was action-oriented, child-centred, and participatory. In each country, national researchers conducted:

- Participatory workshops and semi-structured interviews with primary, secondary, and out of school children (328 total) in two humanitarian/crisis settings in each country.
- Focus group discussions with 102 caregivers, 81 education stakeholders, and 99 social service workers.
- Questionnaires with children, caregivers, and educators/social service workers in two countries.
- Key informant interviews at the national (n=16 per country) and global level (n=15).

Participatory analysis/validation workshops were carried out with children and adults in each country. Qualitative cross-comparative analysis was carried out using MaxQDA. From the outset, National Advocacy Groups were formed in each country to inform the research and enhance uptake of the findings.

Challenges/Lessons Learned:

- The research was carried out in settings of compounding and chronic crisis amid the COVID-19 pandemic.
- National Partners faced challenges, including restricted movement, electricity outages, gas shortages, volcanic eruption, episodes of armed conflict in research sites. Despite this, they successfully conducted the research and finalised the analysis and outputs.
- Recommendations for government, international agencies, Social Service Workforce, schools, civil society and INGOs emphasise the need for accountability, and a sustained multi-sectoral pandemic response that holds children and their wellbeing at the centre, engaging them in decision-making.

Strategic Priorities in Practice 9. Evidence and research for child protection and accountability

Perceptions and Attitudes of Faith Leaders Around Violence Against Children And Their Perceived Role In Achieving Child Sensitive Social Protection

Author: Mike Kirakossian

Organisation: World Vision in Lebanon

Key Words: poverty, violence against children, discrimination, Covid-19

Background:

Lebanon has been spiralling into extreme poverty, due to the COVID-19 pandemic and its socio-economic repercussions. Consequently, violence against children (VAC) rates soared, where one in two children is exposed to abuse, neglect, exploitation, and violence. Faith leaders play a crucial role in preventing such outcomes, yet the gap remained in understanding their perceived roles in the community. The study aimed to examine the perceptions, attitudes, and perceived roles of faith leaders in preventing VAC and discrimination against women. The goal is to use these research findings to strengthen their duty of care in child protection (CP) programming to enhance the preventive measures for children and women and leverage their influence when designing for behaviour change and policy.

Type of Activity:

To address the research questions, the study team used a qualitative cross-sectional, deductive directed content analysis design with a latent approach to assess the perceptions of faith leaders. A qualitative approach was employed to allow for the exploration of complex ideologies and permitting for detailed depiction of perceptions and attitudes of faith leaders. By deductive directed design, the study team used predetermined categories that outline themes informed by prior knowledge and research codes to guide the analysis of the data. The qualitative research method helped recognise experiences and views of all the participants. The study team used in-depth interviews for the data collection.

Challenges/Lessons Learned:

- The subjectivity and non-probability-based nature of unit selection in purposive sampling restricts the representativeness of the sample, but it helps shape an initial understanding of the perception of faith leaders. The study team tried to tackle this limitation by adopting Maximum Variation Sampling (MVS), also known as a "Heterogeneous Sampling" approach.
- Though limited to only a small number of female faith leaders, which might have limited our understanding of their experiences compared to their male counterparts, their mere inclusion helped ensure their representativeness in the study.
- Faith leaders properly defined VAC. Some highlighted that the prevalence of violence has increased after COVID-19, especially in families that have children with disabilities.
- Some acknowledged the variation of this prevalence by the sex of the child while others did not.

Localising the protection of displaced and conflict-affected children: findings on neglect from community-level research in Jordan and Palestine

Author: Jason Hart

Organisation: University of Bath

Key Words: research, childcare and protection, capacity building

Background:

This 21-month long project has been undertaken as part of a major programme of humanitarian research, funded by the UK FCDO, with the overall aim to enhance humanitarian programming in settings of conflict and displacement. The core team, including senior associates at Proteknôn, is in the process of producing outputs intended for locally-based practitioners, global policy-makers, academics, and for the specific communities in which research was undertaken. Among other objectives, outputs will encourage debate about the multi-scalar dynamics through which neglect occurs, and the means to transform such dynamics to ensure children receive adequate care and protection.

Type of Activity:

A significant focus of this project was on local capacity-building in research and data collection. Through collaboration with community-based NGOs, we recruited and trained 35 “peer researchers”, including teenagers, to conduct research within their communities. This research included interviews, workshops, and arts activities (artwork and writing with children in Gaza, theatre with children in Amman). Peer researchers were also involved in analysis of findings and are assisting preparation of outputs. In addition, the team has conducted around 20 key informant interviews with locally-based and international child protection specialists: practitioners, policy-makers, and academics.

Challenges/Lessons Learned:

- Training the team of peer researchers and supporting them in their activities amidst the COVID-19 pandemic entailed considerable challenges.
- The work in Gaza was interrupted by the outbreak of hostilities.
- Plans had to be revised and, in some ways, scaled back. However, with great flexibility from all collaborators, we were able to complete the work within a reasonable timeframe.
- The next steps for the research project are to finalise outputs and undertake dissemination activities in person, online, and through writing.

Children in Decision-Making in Fragile Contexts—a case study on Syria

Author: Alexandra Matei

Organisation: World Vision Syria Response (WVSR)

Key Words: child protection in emergencies, community child protection, risk factors

Background:

The context analysis aimed to identify specific child protection needs and challenges faced by Syrian children in Bab Alsalameh, Alharamain, Bab Alnoor, Kafer Takhareem, Aldana, Aqrabat, and Atmeh Camp locations, and to better understand the root causes and risk factors. The purpose of the local-level engagement was to understand the perspectives of children, families, and local-level child protection stakeholders on priority issues and root causes as well as to assess what protective factors, assets, and capacities exist. Emergency/instability leads to the breakdown of these capacities and as such, it is important to listen to local-level stakeholders about how they are impacted and what can be done to help reduce risk factors.

Type of Activity:

A total of 112 (53 female/59 male) community members participated in the CPHA ADAPT assessment, including 72 girls and boys (36 female/36 male) and eight local child protection actors from Idleb and Azaz districts in NWSd. The research was conducted in December 2021. Eight FGDs with children and four FGDs with adults were conducted, followed by eight key informant interviews (KIIs) with child protection actors, in order to collect information on the views of children, parents/caregivers, and local-level stakeholders on prevailing community child protection issues and root causes, and existing protective factors that keep girls and boys safe from violence.

Challenges/Lessons Learned:

- As the assessment was conducted in winter, it was one of the main challenges for children specifically to attend, although this was overcome by choosing near-distance venues and ensuring proper heating for them.
- Due to the sensitivity of the topics that are targeted for the CPHA ADAPT, the full participation was not met in some sessions due to cultural barriers.
- One of the main lessons learned is ensuring that CPHA ADAPT is mirrored in all the MSNAs processes as normalising the facts around ensuring both the local and national analysis in all needs assessments that are done specifically for child protection.
- Additionally, this analysis uncovered the need for child protection and advocacy integrated models to address the root causes of various child protection risks associated with economic hardship. It is recommended to scale up the integrated programming with a stronger focus on measuring protection outcomes as a result of cash/livelihood assistance and integrating sessions on social norms, behavioural changes, and positive coping strategies targeting the beneficiaries of cash/livelihood.

Strategic Priorities in Practice 10. Accountability: Child participation in design and implementation

Creating awareness of Children's protection right through process drama in South Sudan

Author: Marko Madut

Organisation: Christian Action for Development and Support (CADS)

Key Words: research, child protection, child violence, parental attention/care

Background:

This research explored children's protection rights and how process drama can be used as a medium to educate children on their protection rights. The research targeted children between the ages of 11–13 studying in grade seven at St Florence Primary School and Aweil National School, located at Aweil-Northern Bahr el Ghazal in South Sudan. According to the vision of the school, they aim at helping children become responsible adults, which is one of the things that motivated me to choose this school. However, I believe that children will be in a better position to become responsible adults if they are aware of rights that protect them as children. In this regard, UNICEF-CFC (2021) notes that children are particularly vulnerable, therefore they need to have particular rights that recognise their special need for protection. These protection rights, in addition to their academic and moral training, will guide their journey into adulthood. The United Nations Convention on the Rights of the Child defines a child as someone below the age of 18 years (Detrick 1999). It classifies children rights in three categories, namely protection rights, provision rights, and participation rights. Among these three categories, this research focused only on children's protection rights.

Type of Activity:

This research falls within the domain of participatory action research. Action research methodology emphasises the importance of reflective learning, which required participants to reflect on their actions and the researcher/practitioner to examine their own practice. Action and reflection played a paramount role in the research as it enabled both participants and researcher to experience, reflect, and learn from the process. In this case, I observed the impact of process drama in the facilitating children's protection rights and how it affected learners, understanding of their rights.

Challenges/Lessons Learned:

- Lack of parental attention, substance abuse, misplaced discipline, lack of social responsibility, poverty, and cultural pressure all posed as challenges.
- This study dealt with how process drama operates as a medium for creating awareness on children's protection rights. It focused on how process drama techniques can be employed to enable children to learn about their protection.

Children in the lead of protection and social cohesion advocacy through Boruboru sport in South Sudan

Author: Oliver Michael

Organisation: Help a Child

Key Words: child protection programming, protection, capacity strengthening, parental/caregiver relationship

Background:

Help a Child is the first organisation to develop and integrate locally developed games, like Boruboru, in its child protection programming in South Sudan. This was initiated to improve the effectiveness of our programming and to give children chances to participate and lead in our protection and feedback mechanisms. The main purpose of this Boruboru approach is to enhance the participation of children in protection, as well as to strengthen the capacities of children to visualise their future and to develop the abilities to realise the importance of togetherness, especially in conflict contexts like South Sudan. Due to the issues of sensitivities and involvement of main conflict actors, using girls to lead protection campaigns makes the campaigns more neutral and it attracts men, boys, women, and girls without any tension and conflicts as compared to football played by boys and after losing, the losers often confronts the winning team.

Type of Activity:

This approach involves the following activities: sensitising and obtaining the consent of parents and school managements for participation of the children; identifying and selecting the children; and forming teams composed of 18 members between the ages of 10–18. Activities also include training the teams on life skills (leadership, tolerance/nonviolence, public speaking, time management, teamwork, decision-making, child rights, and Boruboru playing skills); and training the coaches and referees.

Challenges/Lessons Learned:

- The main challenges facing this approach are the high expectations and limited resources to reach every community. There have been requests from the children and public to organise inter-county, inter-state, and even national campaign tournaments, but we are often limited by the resources we have to a small location. Additionally, we have not been able to remain in one location for longer than one year to ascertain the true impact of our work due to financial concerns, and insecure locations, but we will continue to mobilise support for this initiative.
- It is very important to empower children to lead in protection campaigns raising issues that affect them directly with their leaders. This approach creates a consistent platform at four levels—village, Boma, Payam, and County—and at each level, there is a platform for the children and stakeholders to interact and communicate their grievances.

Social Capoeira: Protection and development of children in vulnerable situations

Author: Flávio Saudade

Organisation: Gingando pela Paz–DRC

Key Words: social technology, culture, gender-based violence, child development, armed conflict/group

Background:

Our actions are to build ownership of children and young people, through the integration of this public in actions for their protection. For this, we use Capoeira Sociale as a social technology.

We combine sports, culture, and social action to support actions with different audiences, such as children demobilised from armed groups, girls and young girls who have survived GBV, street children, and children with other vulnerabilities. Gingando pela Paz arrived in the DRC in 2014, at the invitation of the Embassy of Brazil and UNICEF, to integrate Capoeira Sociale into the Capoeira for Peace programme (2014–2018), which has benefited over 7,000 children demobilised from armed groups, girls who have survived GBV, and children with other vulnerabilities. In 2020, Gingando RDC was registered in the DRC and launched the Capoeira Sociale Training Centre, which trains young people to work in the protection of children, their rights, the promotion of dialogue, and the construction of a culture of peace.

Type of Activity:

The activities are based on the training in Social Capoeira, and consists of training in Capoeira, musicality, and transversal themes: first aid, mediation of interpersonal conflicts, and pedagogy applied to childhood. Educational activities are integrated to support the development of children and young people: mixed dialogue circles, young girls dialogue circles, cinema sessions (children and young people), presentations at events (in partnership with organisations, such as the UN and others, on different dates, like the anniversary of the Convention on the Rights of the Child and International Women's Day).

Challenges/Lessons Learned:

- How to maintain the support for the development of children and young people after the period of humanitarian emergency?
- How to support/strengthen the family without reducing its responsibility to protect the child and young person?
- How to act in collaboration with partner and state organisations to strengthen the impact?
- Limits: the support must be limited to the family's responsibility to act in the protection and development of the child and young person.
- Involving children and young people in various stages of the project enriches the activities and guarantees sustainability, while enhancing their image in their communities and with children. This reinforces the impact of the treatment and the percentage of success. In the same way, valuing young girls increases the potential for success of the project and helps to sensitise families and communities to the importance of their participation.
- For the future, the objective is to continue their training and their presence in the neighbourhoods through Capoeira Sociale.

Strategic Priorities in Practice 11. Community-level child protection and working across sectors

Localisation in Practice: How World Vision CAR listened to Affected Populations and gave them a voice to shape the project design and cross-sector response planning in Bangassou

Author: Edouard Ngoy and Leen Decadt

Organisation: World Vision International (WVI), Central African Republic (CAR)

Key Words: community level child protection, violence against children, education, case management

Background:

There is a lack of reliable data available on child protection, education, and livelihood issues in CAR, which is facing a major humanitarian crisis. The resilience of communities continues to erode under the weight of successive crises and economic recession, forcing almost the entire population to adopt negative coping mechanisms. The most vulnerable children, young people, and their families are often not heard about their issues of concern, root causes and priorities. By engaging with the community and taking into account what their priorities are, there is an intentional shift of power to children and young people, their families, and community actors.

Type of Activity:

Integrated data collection tools were adapted from INEE Assessment Standards, CPMS, CHS, and other guidance to the context of Bangassou District. By developing and testing those tools, WV CAR created practical entry points for improving accountability to affected populations during the design and planning phases. The compilation of existing information on risk and access to child protection, education, and livelihood services provided a better understanding of the local context and was triangulated with key findings from other assessments in CAR. The consolidated data analysis formed the foundation for a logical framework around child protection, education, and livelihood objectives, targeting children and young people, parents and caregivers, and communities. Proposed interventions are derived from WVI's core project models in fragile contexts, aiming to match the needs of the populations in Bangassou. Currently, the log frame design is under review by the communities through a participatory review process.

Challenges/Lessons Learned:

- The situation in CAR remains volatile. Situation reports continuously show that humanitarian needs are exceeding available human and financial resources. WV CAR's project in Bangassou can only contribute a fraction of what is required to offer a decent life to the affected populations.
- WVI aims for a stronger focus on the most vulnerable children in volatile places. This requires a new, more coherent approach to working in fragile contexts, which meets immediate survival needs while at the same time addressing the systemic root causes and drivers of conflict and vulnerability.

A promising practice: strengthening child-focused Centrality of Protection through multi-sectorial community level services in Mopti region, Mali

Author: Amanda Azzali

Organisation: Save the Children

Key Words: government, climate change, conflict-affected communities, violence against children

Background:

SC and its partners aim to ensure that children are safe, protected, and in school by moving from traditional sectoral-framed responses to strengthened community-level multisectoral platforms, while promoting Centrality of Protection (CoP), social mediation, and coordination of urgent referrals. The Sahel region is struck by an exceptionally complex crisis, fuelled by weak governance, high hunger rates, climate change, and pre-existing vulnerabilities. Since 2015, the Central Sahel has experienced a sixteen-fold rise in security incidents and a ten-fold increase in fatalities (OCHA). Children are disproportionately affected, especially where humanitarian aid is severely restricted or denied. In the region of Mopti, 1.5 million children are affected by conflict and 900,000 children need humanitarian assistance. We try to support conflict-affected communities in areas where many humanitarian agencies no longer operate and formal services are not welcomed, out of fear of retaliations.

Type of Activity:

Activities included working with over 60 community committees and platforms to strengthen CoP, and child protection; community-led awareness activities on grave violations and Safe School Declaration (SSD) in 20 villages; radio broadcasts in local languages; support for child protection advocates in schools and communities; support to three Committees on SSD; integrated EiE, CP, and MHPSS assessments and service provision through a Rapid Response Mechanism; integration of protection criteria in the beneficiaries' selection for Cash assistance (CVA); CoP capacity-building and action plan in the CP Sub-Cluster of Mopti; and engagement with ANSAs and their commitment to the SSD and Paris Principles.

Challenges/Lessons Learned:

- While access is reportedly improved, security is volatile, and we still face constraints regarding humanitarian access.
- ANSAs action plans are non-compulsory, and we have limited capacity to monitor their implementation.
- Engaging communities on CoP can have adverse effects. Therefore, communities' active role in providing information on grave violations and other sensitive activities was not always possible.
- We aim to strengthen the focus on climate change-induced drivers of violence, especially VAC.
- Community-level actors and organisations can play an important role in promoting integrated, multi-sectorial work and cooperation among different humanitarian agencies.
- Investing in strengthening capacities of staff, local partners, and communities in negotiating humanitarian access is a key element, allowing us to reach children in hard-to-reach areas.

What we've learned from girls and their communities about child marriage to inform humanitarian programming

Author: Clare Lofthouse
Organisation: Plan International

Key Words: gender based violence, child marriage, emergency response, programming, girl centred research

Background:

There is an urgent need for the generation of specific knowledge on what works to disrupt child marriage practices in humanitarian settings in order to inform evidence-based prevention and response efforts. Field practitioners have stressed that the risks of child marriage practices in humanitarian settings vary greatly based on context and the stage of the emergency. However, due to limited context-specific and comparable evidence, practitioners often feel they are unable to effectively prevent child marriage or reach girls who are already married. This project points towards the need to better measure and monitor effectiveness of child marriage prevention and response interventions with adolescents, caregivers, and communities. There is a particular need to develop evidence-based and practical programming guidance with targeted actions on how to meet the needs of married girls and every married girl affected by crisis. Furthermore, humanitarian practitioners continue to request support on how to tailor and implement adolescent programming to effectively prevent and respond to child marriage in their setting. Child marriage crosscuts the socio-ecological model and should be better integrated across all sectoral programming to contribute to a more enabling and safer environment that supports girls in becoming agents of change. Efforts to explore the practicalities of coordination and collaboration mechanisms to address child marriage at the global and country level are essential to prioritise child marriage throughout the humanitarian project cycle and within existing mechanisms.

Type of Activity:

We conducted a two-year rigorous, multi-country study on child marriage in different humanitarian settings (desk review, KIIs, Sensemaker story collection, participatory group activities, community-driven data collection tool design, and co-analysis process). In the Philippines, we engaged 2,203 community members of whom 40 per cent (n=890) were adults and 60 per cent (n=1,049) were adolescents, 10–19 years, with 29 key informants. In Zimbabwe, we engaged 1,668 community members, of whom 57 per cent (n=954) were adults and 43 per cent (n=714) were adolescents, 10–19 years, with 22 key informants. We also consulted a multidisciplinary group of experts from across Plan and WRC to develop the synthesis on child marriage programming recommendations and considerations.

Challenges/Lessons Learned:

- Truly participative research is possible, even under the challenging conditions of a global pandemic and unprecedented demands in scope and coordination.
- The role of multi-approach, multidisciplinary, cross-contextual projects such as these is very important in promoting girl-centred research that meets real needs and centres girls' own experiences and voices. More of them are needed, and even when difficult, the outcomes and knowledge gathered are worth the additional effort.

Strategic Priorities in Practice 12. Working across sectors and prevention

How is the World Bank prioritizing child protection in its COVID-19 social protection response?

Author: Coco Lamers

Organisation: Bank Information Center (BIC)

Key Words: Covid-19, child protection systems, violence against children, social protection response

Background:

As the pandemic has exposed weaknesses in child protection systems globally, and disrupted violence prevention and response services, the World Bank's increased investment in social protection projects could be utilised to strengthen child protection systems in the face of this crisis and build resilience to future crises. This research analysed 55 World Bank COVID-19 social protection projects in 49 countries, and was approved before 31 March 2021, with the ultimate goal of identifying where the World Bank stands in terms of including child protection in the design of its COVID-19 social protection response.

Type of Activity:

BIC undertook a mixed methods approach to this analysis, reviewing 55 World Bank-funded COVID-19 social protection projects that featured strong social protection components on quantitative and qualitative findings in project documents. Document review consisted of keyword searches and a thorough analysis of key document components and consideration around child protection, specifically around five key thematic priorities: (1) service delivery; (2) multisectoral collaboration; (3) child-friendliness; (4) stakeholder engagement; and (5) data collection and disaggregation.

Challenges/Lessons Learned:

- The project assessments do not take into account implementation or any changes that occurred with project design after 31 March 2021.
- This analysis attempted to broadly gauge child protection measures in the COVID-19 emergency social protection response but is non-exhaustive and does not purport to be a full analysis of all BIC's social protection work.
- With limited exceptions, the research is a desk review and looks at project documents rather than the reality on the ground.
- The session will aim to bring those few examples of progress on implementation to light.
- The analysis revealed that child protection measures were piecemeal and that BIC could benefit from a coordinated strategy on how to integrate child protection and prioritise child protection systems strengthening in its COVID-19 social protection projects.
- The research identified a few promising practices that the Bank should seek to replicate in other COVID-19 social protection projects and future projects.

Sibling Support for Adolescent Girls in Emergencies (SSAGE): Findings from a gender transformative, whole-family program to enhance protective assets of adolescent girls in Jordan, Niger, and Nigeria

Author: Shadrack Steven

Organisation: Mercy Corps

Key Words: caregiver training, violence against girls, gender-transformative approaches, conflict-affected communities

Background:

Starting in 2019, Mercy Corps, the Women's Refugee Commission, and Washington University collaboratively designed and implemented the SSAGE programme, which seeks to prevent violence against girls and bolster their protection in humanitarian settings via a gender-transformative, whole family support intervention, inclusive of adolescent girls' male siblings. Household violence poses a significant threat to girls in humanitarian settings, and cycles of intimate partner violence, violence against children, and sibling violence often overlap within the same households. Gender-transformative family support programming aims to prevent violence against women, girls, and children by targeting immediate cycles of household violence, while mitigating longer-term cognitive effects of trauma that fuel future violence victimisation and perpetration. SSAGE engaged adolescent girls, their male siblings, and male and female caregivers from conflict-affected communities in Jordan, Niger, and Nigeria in synchronous sessions, using gender-transformative approaches to explore topics such as power, violence, communication, gender, and healthy relationships.

Type of Activity:

Prior to implementation, the SSAGE 12-week life skills curricula underwent a locally led review process by which programme participants and community leaders contextualised content and methodologies to ensure cultural relevance. Following implementation in all three programme sites, we conducted in-depth interviews and focus group discussions with adult caregivers, paired interviews and participatory research activities with adolescents, and KIIs with programme facilitators. Quantitative data collected in Jordan and Niger measured changes in outcomes related to mental health, resilience, family functioning, and gender norms. We used a collaborative analysis approach with a multi-stakeholder team to identify emergent themes in the data.

Challenges/Lessons Learned:

- In Nigeria, COVID-related restrictions required scaling back the number of participants and data collection methods.
- In Niger, limited literacy among programme facilitators and participants complicated curricula contextualisation.
- In Jordan, there was higher participant drop out as some became eligible for external work-related visas during the programme period.
- In all three sites, some participants reported increasing levels of behavioural control of girls and persisting gender inequities at the household level.

The Impact of Cash Assistance on the protection and wellbeing of children and adolescents—Case Studies from Ethiopia and Somalia

Author: Eleonora Mirette

Organisation: World Vision Canada,
International Rescue Committee

Key Words: cash assistance, child protection, child refugees, child labor, protective factors

Background:

The session will present findings and lessons learned from projects in two different contexts (Somalia and Ethiopia) that decided to integrate cash for child protection outcomes. The two projects explore how cash can be integrated into child protection outcomes, using two different methodologies and target groups. With multi-year funding from Global Affairs Canada, World Vision Somalia identified and registered a total of 50 foster families for a six-month Multipurpose Cash transfer Assistance (MPCA). Two post-distribution monitoring surveys were conducted to capture the impact of MPCA on early marriage, child labour, coping mechanisms, children with disabilities, and safety. On the other hand, adolescents are a largely overlooked group in humanitarian settings and in Ethiopia, adolescent refugees constitute almost 19 per cent of the total population in camps. IRC and Ylabs explored how to “tackle barriers that exist to access services related to safety and protection for the most vulnerable people in need of these services”, particularly focusing on adolescents and their caregivers that are usually excluded from CVA programmes, especially unaccompanied and separated children (UASC), in the absence of clear guidance on how to engage them safely and effectively in the process.

Type of Activity:

The two projects used a variety of methodologies, including co-design with adolescents and their caregivers, post-distribution monitoring surveys (PDMs) and FGDs with children and other key stakeholders, to capture the impact of MPCA on children and their families (i.e., foster families). Children (including adolescents, their families, and other key people in their lives) were interviewed during various stages of the projects, to ensure their views were captured before, during, and after the projects ended.

Challenges/Lessons Learned:

- From the Somalia context, one of the limitations was not using a live data collection, which impacted data quality. Also, data collectors received an orientation on the tool but not full training, which could have benefited them to enhance the data collection process.
- In Ethiopia, COVID-19 impacted the start of the project, which left the team with less time to do in-depth assessments prior to the design and implementation of the project.
- There are a lot of learning/recommendations raised from the PDM results in Somalia, as well as KII and final evaluation results conducted in Ethiopia that will be shared during the presentation, specifically around local protective factors, cash and children with disabilities, how to meaningfully co-design a project on cash with adolescents, and cash plus modalities.

Strategic Priorities in Practice 13. Disrupting our ways of working: Food Security and (Child) Protection

Safe, Self-Reliant, and Resilient: Proving the potential of multisectoral programming on the protection of conflict affected children

Author: Marcello Viola
Organisation: Street Child

Key Words: caregiver training, food security, multisectoral programming, child rights and protection

Background:

Street Child is a child-centred organisation committed to supporting children's safety in school and learning. Loss of livelihood opportunities and low levels of food security lead to increased adoption of adverse coping strategies amongst caregivers, and in turn, leads to increased exposure to risk and erodes educational, health, hygiene, and nutritional outcomes for children in conflict-affected areas. The programme offered a ten-month rapid response to this critical correlation between child protection and livelihoods and leveraged the prioritisation of zero hunger for the Food Security and Livelihoods Sector and a partnership with the World Food Programme.

Type of Activity:

The programme initiated and integrated multisectoral actions to reduce risk vulnerabilities for caregivers and their children. Activities included rigorous rapid assessments to inform a market analysis and a vulnerability analysis; an innovative intervention comprising cash grants, coaching, counselling, and an incentivised savings scheme to support caregivers to develop sustainable sources of livelihoods; and support to increase self-sufficiencies through investing income and savings in food to reduce reliance on food aid and assistance. These activities were complemented by awareness-raising and advocacy campaigns on child rights and protection, to improve prevention, recognition, and response to risks, and to promote positive parenting campaigns. They were conducted in community groups, already formed to facilitate Village Savings and Loans Associations (VSLA) for livelihood support and sustainability.

Challenges/Lessons Learned:

- Investigate how to influence funders to invest in integrated approaches, as our programme relied on the experience and expertise of our team and didn't include resources for case management, psychosocial support, or other protection services.
- Increase identification and use of specific activities (such as the SBCC activities) that are strategic access points to promote protection outcomes and in turn, increase funder investment in integrated protection programming.

Protection and Food Security Joint Analysis

Author: Gaia Gozzo and Boris Aristin

Organisation: GCP and WFP

Key Words: food security, response programming, violence against children, population capacity

Background:

Protection programmes overlooking the realities of hunger, and the coping mechanisms affected populations resort to as a result, can have a negative impact on food security. Conversely, food assistance programming conceived and implemented without due attention to the larger context of risks to affected populations can have a negative impact on protection outcomes more broadly. This workstream suggests moving towards more comprehensive, integrated, and rounded—and ultimately more effective—joint analysis and response programming. This approach refers to food security work that aims to prevent and respond to violence or the threat of violence; coercion and exploitation; deliberate deprivation, neglect, or discrimination; and coping mechanisms.

Type of Activity:

Activities include providing a framework for improved context analysis—including conflict sensitivity analysis—that takes into account threats, needs, vulnerabilities, and capacities of populations, in conjunction with coping mechanisms resorted to as a means of obtaining food. It also includes offering guidance for programme design, indicator formulation, and monitoring for integrated food assistance and protection programming; strengthening the synergies and complementarities between assistance and advocacy; and promoting analysis that integrates responses to food insecurity within the context of a larger and more comprehensive protection response, taking full account of the whole spectrum of costs and risks to affected populations.

Challenges/Lessons Learned:

- In the context of humanitarian crisis, there is frequently a mismatch between the narrowness of agency mandates and the complex reality of affected populations' overlapping and mutually reinforcing threats. Affected populations' protection concerns are multifaceted and dynamic; the “delivery package” of agencies, less so.
- 2022 workplan: Context analysis Framework, Programme design guidance, Advocacy guidance, Country operations joint analysis roll-out

Faith Based Organizations (FBOs): A Renewed Humanitarian Approach to Scale-up Sustainable Protection Actions for Children

Author: Mishelle Mitchel
Organisation: World Vision (Latin America and Caribbean Region)

Key Words: poverty, food insecurity, sustainability, financial allocation, social protection

Background:

Since 2015, more than 6.8 million Venezuelans left their homeland due to poverty, food insecurity, and lack of opportunities. Acute malnutrition within children is one of the critical effects of this crisis. According to a survey carried out by OCHA, 45 per cent of all cases correspond to the states of Miranda and Bolivar, precisely where World Vision implemented its Community Orchards project. Given the lack of institutional capacity to provide social protection, FBOs became primary sources of aid for vulnerable families. In several communities, church ministries reached families and children in need with high levels of engagement and extensive presence in fragile contexts. However, in many cases, FBOs lacked CPMS. The Community Orchards project created a space for knowledge transfer and capacity-building to ensure child protection within humanitarian standards for FBOs.

Type of Activity:

World Vision provided training sessions via demonstrative workshops for implementers with the assistance of technical experts to transfer knowledge to FBOs. As a multi-sector initiative, the Community Orchard Project incorporated World Vision's signature methodology, "Channels of Hope", which transfers capacities to FBOs, to ensure child protection in vulnerable communities. Within the livelihood component, participant church leaders were enabled to implement the educative strategy, including explanatory, demonstrative, cooperative, and corrective actions involving children, parents, and caregivers. This included training, creation of the orchard, and its maintenance and harvest, guaranteeing vulnerable families sustainable access to quality food. The preliminary systematisation of results included a survey to 46 out of the 310 participating families. Interviews were applied to 65 children, ages ranging between 6–17 years, and 61 adults (final reach numbers forthcoming).

Challenges/Lessons Learned:

- Ensuring programmatic quality and consistency, and sound financial allocation and spending required extensive training and knowledge transfer to local FBOs.
- Participating FBO partners in a complex humanitarian setting acquired extensive capacities in financial management and accountability standards.
- Sustainable access to quality food prevents child labour as a negative coping mechanism related to risk of hunger.
- The project provided access to food, as the time it promoted attitude change towards child labour.

Strategic Priorities in Practice 14. Community-level child protection and localisation

Localisation—Community based approach to child protection intervention in the conflict affected region of Northeast Nigeria

Author: Abba Yusuf

Organisation: Grow Strong Foundation (GSF)

Key Words: mental health, psychosocial support, social injustice and inequality, children in armed conflict/group

Background:

The activities of NSAG have caused and continue to cause significant psychological and social suffering to the affected population. The psychological and social impacts may be acute in the short term but can undermine the long-term mental health and psychosocial well-being of the affected population. Problems caused by the conflict are experienced at the individual, family, community, and societal levels. Conflicts erode normally protective supports, increase the risks of diverse problems, and tend to amplify pre-existing problems of social injustice and inequality. Children and adolescents recruited and used by armed groups may experience significant levels of violence or may have been coerced to commit horrific acts of violence. This 12-month project, aimed to provide community-based inclusive approach to support conflict-affected children, stimulates CAAFAG's sustainable reintegration, prevents stigmatisation, and avoids the impression that joining any armed group brings rewards.

Type of Activity:

GSF implemented this project using community-based reintegration approaches as detailed in the Paris Principles. The project starts by doing a quick situation analysis through a desk review in the locations, through focused groups discussions with the children and their families. The focus group discussion focusses on getting information about the needs, priorities, hopes, fears, and aspirations of the children and adolescents. Other important information gathered includes: information on community dynamics; gender dynamics; local power structures; risks related to possible recruitment or re-recruitment of the children; identification of community resources and assets that they can use to support the reintegration process and mapping of services available in these locations; and other implementing partners and the projects being implemented. We used this information to shape the project and make it context appropriate.

Challenges/Lessons Learned:

- The Humanitarian Access and lack of Market in the project location

Refugee Youth-to-Youth Approaches to Advance Localization and Accountability and Strengthen Community Based Child Protection Initiatives

Author: Faridah Luanda
Organisation: Global Refugee Youth Network (GRYN)

Key Words: refugee youth, child protection, youth leadership, communication, life skills, leadership

Background:

GRYN formed in 2021 with the aim of supporting and strengthening the work that young refugee leaders and organisations do in their communities, including efforts to advance child protection. GRYN is currently functioning in partnership with the Women’s Refugee Commission. It seeks to strengthen its systems and structures to be able to sustain its work and eventually establish itself as an independent refugee youth-led organisation. GRYN’s strategic objectives include:

Objective 1: Strengthen refugee youth leadership and youth-led organisations (RYLOs) at the local level. GRYN supports refugee youth-led initiatives, including those that are and are not formally registered with funding and capacity-building related to leadership, project management, networking, advocacy, communication, research, and other skills that they identify as important to their work.

Objective 2: Advance refugee youth-led policy advocacy to amplify refugee youth voices.

Objective 3: Develop refugee youth research skills.

Type of Activity:

GRYN called for proposals and established a selection process for small projects (value \$500–\$5,000) led by refugee youth (formally registered or not.) GRYN has provided capacity-building to help small community-based RYLOs to apply for these funds, structure their projects, implement their projects, and document and report on their work and its impacts. GRYN also worked closely with WRC to set up strong and administrative processes and supported the RYLOs to implement and report in an accountable way. Capacity-building for the RYLOs has included workshops and extensive mentoring. In her capacity as Gender and Diversity Coordinator for GRYN, Faridah has contributed to workshops to help RYLOs conduct community mapping, problem analysis, and vulnerability assessments to inform their project proposals. She has been involved in the selection process, reference checks, and other due diligence, and she is mentoring RYLO project managers and teams to help them document participants, address vulnerabilities, and work effectively as community-based child protection actors.

Challenges/Lessons Learned:

- The close 1:1 support and mentoring between GRYN and the RYLOs has been very important. Now that GRYN has identified and supported amazing child protection projects run by young refugees, it will be important to find additional funding to be able to continue to support them in growing and developing their child protection work.
- We have learned that it is very important to listen to these RYLOs that are based and work in the community. We, as the GRYN, need to establish trust and partnership with them in order to help them shape the projects, and to assist them technically in the projects.

First Aid Art: An expressive arts approach to building resilience among adolescents in Venezuela

Author: Mishelle Mitchell

Organisation: World Vision Latin America, Regional Director External Engagement

Keywords: government, food insecurity, poverty, adolescent pregnancy, faith-based partners, psychosocial support

Background:

Since 2015, more than 6.8 million Venezuelans left the country due to a chronic political, social, and economic crisis, which exacerbated poverty, food insecurity, and the lack of opportunities. This situation affects children and adolescents with greater risk of hunger and death as well as a heightened vulnerability to exploitation and harm. Amid this massive exodus, an estimated 1 million children were left behind (2020) according to the UN. Girls are especially at risk of gender-based violence and trafficking, and there is an increasing rate of adolescent pregnancy. In 2021, at least four out of ten people in Venezuela had mental health problems. Within this context, Venezuela suffers severe institutional weaknesses that limits mental health and psychosocial support (MHPSS) services. FAA enables local actors with a broad community presence, such as faith-based organisations, to become health responders to develop resilience and provide elements for mental and emotional healthcare.

Type of Activity:

FAA project equipped local faith-based partners to provide group psychosocial response support to 700 at-risk adolescents, including “left behind” children, separated from parents who migrated, and adolescent mothers. Sixty-five faith leaders participated in a virtual programme to complete a 2-level training: In Level 1, participants received training to become responders, enabled to identify toxic stress, and react strategically to address unseen mental and emotional wounds by using the FAA toolkit. In Level 2, training included the process of facilitating a trauma-informed arts-based group to help increase resilience, plus skills for adapting activities to suit their specific context. Leaders then worked with adolescent groups in their communities to implement the eight-week FAA curriculum. The process included building emotional regulation skills by teaching adolescents how to monitor their emotional health; using the “Window of Tolerance” tool, and employing various expressive arts approaches, including drawing, colourings, creative writing, body movement, and music, in order to move from a high or low tolerance level in their “Window of Tolerance.”

Challenges/Lessons Learned:

- This was the first time FAA training was conducted virtually (due to COVID-19). Despite the efforts made by the facilitators to adapt the methodology, Venezuela’s difficulties with internet and electricity created sporadic problems for the participants. Nevertheless, participants received a facilitation guideline that helped them to review all the contents and to prepare it for the activities they then facilitated.
- The next steps for FAA in Latin America are to scale up to include other programme sites where World Vision’s Venezuela crisis response is operating both in and outside Venezuela

