



CAAFAG
PROGRAMME
DEVELOPMENT TOOLKIT

TRAINING GUIDE

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Introduction

The CAAFAG (Children Associated with Armed Forces and Armed Groups) Programme Development Toolkit is the result of an inter-agency initiative led by Plan International and UNICEF under the CAAFAG Task Force, at the Alliance for Child Protection in Humanitarian Action.

The training guide is part of the Programme Development Toolkit for CAAFAG that includes:

- Guidelines on how to design a CAAFAG project with practical guidance using a step-by-step approach.
- Training Resources including:
 - Training guide
 - Power Points
 - Excel tables
 - Pre-post test and quizzes
- Tools to contextualize

The training guide is to be used by a facilitator to deliver face-to-face training on CAAFAG programme development accompanied by PowerPoint presentations.

The training resources are particularly useful to Child Protection technical advisors, programme quality manager and Child Protection Cluster coordinator to promote the development and implementation of quality projects for CAAFAG.

The training is intended for field practitioners working with CAAFAG, who are interested in designing and implementing quality, gender-sensitive and participatory programming.

Field practitioners include national and international Non-Governmental Organisations, National Disarmament, Demobilisation and Reintegration Commissions, government actors and United Nations agencies.

This training is specifically suitable for managers and other positions in charge of project proposal development and project management.

February 2022

The training content is organized around 5 modules:

1. Background information

- 1.A Introduction to CAAFAG
- 1.B Legal and normative framework

2. Context analysis

- Phase 1: Planning
- Phase 2: Getting ready
- Phase 3: Implementation

3. Programme design and strategic planning

- 3.A Programme design
- 3.B Monitoring
- 3.C Human resources
- 3.D Budget

4. Implementation and monitoring

- 4.A Child safeguarding
- 4.B Data protection
- 4.C Monitoring
- 4.D Human Resources
- 4.E Coordination

5. Learning and evaluation

- 5.A Learning
- 5.B Evaluation

The aim of the CAAFAG Programme Development training is to provide field practitioners with the knowledge and skills to design quality gender-based programmes for CAAFAG, with the involvement of children, including former CAAFAG.

More specifically the training aim for participants is to:

Module 1. Learn basic information on CAAFAG related to the international legal and normative framework

Module 2. Design and implement a context analysis, involving children


Module 3. Design a gender-sensitive programme for CAAFAG

Module 4. Implement a gender-sensitive programme for CAAFAG

Module 5. Document learning and plan for an evaluation

The following logframe summarizes the indicator and the means of verification for this training.

Indicator	Means of verification
% of participants who report improved knowledge and skills in designing and implementing programming for the prevention, release and reintegration of CAAFAG	Pre-Post training test to evaluate the increase in knowledge

-  **Tools :**
- Pre-post training test
 - Bingo or quiz at the end of each module

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 **Please note that the tools identified with the paper clip icon can be found in the attachments of this PDF. Click on the small arrow on the left of this document and then on the paper clip icon to open the list of tools.**



Suggested Agenda

The duration of training may vary if you want to include all modules at once or only few of the modules. We suggest two options to organize the training.

Option 1: You conduct all 5 modules (1 to 5) in a row over 5 days. This option is recommended for global training, when you are not planning to implement the context analysis and use the findings for Module 3A Programme design.

Option 2: You first conduct the training on Module 2 Context analysis for 1 and a half days, and then implement Module 1 Background information, Module 3 Programme design and strategic planning, Module 4 Implementation and monitoring and Module 5 Learning and Evaluation for 4 and a half days. This option allows the participants to collect the data during the context analysis that then will be used for programme design (Module 3A).

Option 1 sample agenda

Day	Activity	Activity
Day 1	9h - 13h	14h - 17h30
	Introduction (40 min) Pre-test (20 min) Introduction (15 min) Module 1.A Introduction to CAAFAG (40 min) Break + energizer (15 min + 10 min) Module 1.B Legal and normative framework 1.B.1 International legal framework (45 min) 1.B.2 Security Council Framework (20 min) 1.B.3 International Standards and Principles (15 min) 1.B.4 How does international law apply? (30 min) End of module 1 Bingo (30 min)	MODULE 2 CONTEXT ANALYSIS Introduction (15 min) Phase 1 – Planning 1.A Research questions and scope (1 hour) Break + energizer (15 min + 10 min) 1.B Methodology selection (1h25 min) 1.C Timeline (15 min)
Day 2	9h - 13h	14h - 17h
	Phase 1 – Planning Ctd 1.D Human Resources (20 min) 1.E Budget (10 min) Phase 2 – Getting ready 2.A Data collection plan (20 min) 2.B Workplan (1h15 min) Break+ energizer (15 min + 10 min) 2.C Contextualization of tools (15 min) 2.D Setting up referral pathway (10 min) 2.E Training data collectors (1h)	2.E Training data collectors debriefing (25 min) Phase 3 – Implementation 3.A Data collection (10 min) 3.B Data coding (1 hour) Break + energizer (15 min + 10 min) 3.C Data analysis (20 min) End of module 2 Bingo (30 min)
Day 3	9h - 13h	14h - 17h30
	MODULE 3 PROGRAMME DESIGN AND STRATEGIC PLANNING 3.A Programme design Introduction (15 min) 3.A.1 Programme design methodology (55 min) 3.A.2 Programme risks (20 min) Break + energizer (15 min + 10 min) 3.A.3 Prevention programme design (2h) (Removal of the presentation of context analysis findings)	3.A.4 Release programme design (2h35min) Break + energizer (15 min + 10 min) (Removal of the presentation of context analysis findings)

Day	Activity	Activity
Day 4	9h - 13h	14h - 17h30
	<p>3.A.5 Reintegration programme design (3h35min)</p> <p>Break + energizer (15 min + 10 min)</p> <p>(Removal of the presentation of context analysis findings)</p>	<p>3.B Monitoring Introduction (5 min) 3.B.1 Output and Outcome indicators (30 min) 3.B.2 Development of culturally sensitive indicators (20 min)</p> <p>Break + energizer (15 min + 10 min)</p> <p>3.B.3 Develop a performance measurement framework (1h15min)</p> <p>3.C Human resources Introduction (5 min) 3.C.1 Scale and staffing (30min) 3.C.2 Technical competencies (20 min)</p> <p>(Removal of human resources group activities)</p>
Day 5	9h - 13h	14h - 18h
	<p>3.D Budget Introduction (5 min) 3.D.1 Budget (15 min) End of module 3 quiz (20 min)</p> <p>MODULE 4 IMPLEMENTATION AND MONITORING</p> <p>4.A Child safeguarding Introduction (5 min) 4.A.1 Child safeguarding (45 min)</p> <p>Break + energizer (15 min + 10 min)</p> <p>4.B Data protection Introduction (5 min) 4.B.1 Why do we need to protect data (15 min) 4.B.2 Data protection measures (40 min)</p> <p>4.C Monitoring Introduction (15 min) 4.C.1 Data disaggregation (5 min) 4.C.2 Ongoing quality programme monitoring (15 min) 4.C.3 Child-friendly feedback mechanism (40 min)</p>	<p>Break + energizer (15 min + 10 min)</p> <p>4.D Human resources Introduction (5 min) 4.D.1 Recruitment (15 min) 4.D.2 Supervision (15 min) 4.D.3 Learning and Development (15 min) 4.D.4 Staff care and safety (30 min)</p> <p>Break + energizer (15 min + 10 min)</p> <p>4.E Coordination Introduction (10 min) 4.E.1 Coordination among Child Protection actors (10 min) 4.E.2 Coordination with UN and government (10 min) 4.E.3 Coordination with other sectors (10 min) End of module 4 Quiz (20 min)</p> <p>MODULE 5. LEARNING AND EVALUATION Introduction (5 min)</p> <p>5.A Learning (20 min)</p> <p>5.B Evaluation (30 min) Post-test (30 min)</p> <p>(Removal of supervision, learning and development and evaluation group activities)</p>

Option 2 sample agenda: 1 and a half days for Module 2, and 4 and a half days for Modules 1,3,4 and 5

Day	Activity	Activity
Day 1	9h - 13h	14h - 17h
	Introduction (40 min) MODULE 2 CONTEXT ANALYSIS Introduction (15 min) Phase 1 – Planning 1.A Research questions and scope (1 hour) Break + energizer (15 min + 10 min) 1.B Methodology selection (1h15 min) 1.C Timeline (15 min)	1.D Human Resource (20 min) 1.E Budget (10 min) Phase 2 – Getting ready 2.A Data collection plan (20 min) 2.B Workplan (1h15 min) Break + energizer 2.C Contextualization of tools (15 min) 2.D Setting up referral pathway (10 min)
Day 2	9h - 13h	
	2.E Training data collectors (1h25 min) Phase 3 – Implementation 3.A Data collection (10 min) 3.B Data coding (1 hour) Break + energizer 3.C Data analysis (20 min) End of module 2 Bingo (30 min)	
Day 1	9h - 13h	14h - 17h30
	Introduction (40 min) Pre-test (20 min) Introduction (15 min) MODULE 1.A INTRODUCTION TO CAAFAG (40 MIN) MODULE 1.B LEGAL AND NORMATIVE FRAMEWORK 1.B.1 International legal framework (45 min) 1.B.2 Security Council Framework (20 min) Break + energizer 1.B.3 International Standards and Principles (15 min) 1.B.4 How does international law apply? (30 min) End of module 1 Bingo (30 min)	MODULE 3 PROGRAMME DESIGN AND STRATEGIC PLANNING 3.A Programme design 3.A.1 Programme design methodology (55 min) 3.A.2 Programme risks (20 min) Break + energizer (15 min + 10 min) 3.A.3 Prevention programme design (1h25 min)
Day 2	9h - 13h	14h - 17h
	3.A.3 Prevention programme design Continued (1 hour) 3.A.4 Release programme design (2h30min) Break + energizer (15 min + 10 min)	3.A.4 Release programme design continued (25 min) 3.A.5 Reintegration programme design (2 hours) Break + energizer (15 min + 10 min)

Day	Activity	Activity
Day 3	9h - 13h	14h - 17h
	<p>3.A.5 Reintegration programme design Continued (1h55min)</p> <p>3.B Monitoring Introduction (5 min) 3.B.1 Output and Outcome indicators (30 min) 3.B.2 Development of culturally sensitive indicators (20 min)</p> <p>Break + energizer (15 min + 10 min)</p> <p>3.B.3 Development of a performance measurement framework (45 min)</p>	<p>3.B.3 Development of a performance measurement framework (30min)</p> <p>3.C Human resources Introduction (5 min) 3.C.1 Scale and staffing (1h) 3.C.2 Technical competencies (20 min)</p> <p>Break + energizer (15 min + 10 min)</p> <p>3.D Budget Introduction (5 min) 3.D.1 Budget (15 min)</p> <p>End of module 3 quiz (20 min)</p>
Day 4	9h - 13h	14h - 17h
	<p>MODULE 4 IMPLEMENTATION AND MONITORING</p> <p>4.A Child safeguarding Introduction (5 min) 4.A.1 Child safeguarding (45 min)</p> <p>4.B Data protection Introduction (5 min) 4.B.1 Why do we need to protect data? (15 min)</p> <p>Break + energizer (15 min + 10 min)</p> <p>4.B.2 Data protection measures (40min)</p> <p>4.C Monitoring Introduction (15 min) 4.C.1 Data disaggregation (5 min) 4.C.2 Ongoing quality programme monitoring (15 min) 4.C.3 Child-friendly feedback mechanism (40 min)</p>	<p>4.D Human resources Introduction (5 min) 4.D.1 Recruitment (15 min) 4.D.2 Supervision (45 min) 4.D.3 Learning and Development (30 min)</p> <p>Break + energizer (15 min + 10 min)</p> <p>4.D.4 Staff care and safety (30 min)</p>
	9h - 13h	
Day 5	<p>4.E Coordination Introduction (10 min) 4.E.1 Coordination of Child Protection actors (10 min) 4.E.2 Coordination with UN and government (10 min) 4.E.3 Coordination with other sectors (10 min)</p> <p>End of module 4 Quiz (20 min)</p> <p>Break + energizer (15 min + 10 min)</p> <p>MODULE 5. LEARNING AND EVALUATION Introduction (5 min)</p> <p>5.A Learning (20 min)</p> <p>5.B Evaluation (50 min)</p> <p>Post-test (30 min)</p>	

Introduction

Time: 40 minutes

Arrangement: Whole group

Power Point presentation: Introduction

1. **Welcome** participants
2. **Give** an overview of the training content, agenda and aim.
3. **Explain**
 - The overview of the training
 - **Module 1: Background information**
 - Module 2: Context analysis
 - **Module 3: Programme design and strategic planning**
 - **Module 4: Implementation and Monitoring**
 - **Module 5: Learning and Evaluation**
 - The agenda of the entire training
 - The training aim and learning outcomes
 - **Aim:** To strengthen the knowledge and skills of field practitioners to design quality and gender-sensitive programmes for CAAFAG, including prevention, release, and reintegration interventions.
 - **Training objectives:**
 - Learn the basics of the international legal and normative framework and the implications for CAAFAG programming
 - Design and implement a context analysis, involving children
 - Design a gender-sensitive programme for CAAFAG
 - Implement a gender-sensitive programme for CAAFAG
 - Document learning and plan for an evaluation
4. **Organise** an activity to introduce participants.
 - Ask participants to find a partner they do not know and learn their name, the organisation they work for, their role and something that represents them. It can be a hobby, something they like to do or wear, for instance.
 - In plenary, ask each participant to introduce their partner and mime something that represents them. Other participants will guess what it is.
5. **Co-create** agreements with participants for the duration of the training. For instance, agreements can include: to be on time, to respect each other, to respect confidentiality when sharing examples or to turn off mobile phones.
6. **Distribute** to all participants a copy of the guidelines which are referenced throughout the training.


Pre-test



Time: 20 minutes

Arrangement: Individual work

Note to the facilitator: the pre and post-test is available in the tools attached to this PDF, including the answers. You can conduct the pre-test with a paper form or online, using platforms such as Survey Monkey or SoGo Survey. If you conduct the pre-test using a paper form, remove the answers from the pre post-test provided.

1. **Distribute** the pre-test form to the participants or send them the link if you conduct the pre-test online. 

MODULE 1 – BACKGROUND INFORMATION

Agenda

SESSION 1 Background information

15 min	Introduction
40 min	1.A Introduction to CAAFAG
40 min	1.B Legal and normative framework 1.B.1 International legal framework
10 min	Energizer
20 min	1.B.2 Security Council Framework
15 min	1.B.3 International Standards and Principles
30 min	1.B.4 How does international law apply?
30 min	Bingo

Materials

- Flipchart paper
- Markers
- Bingo handout
- Computer or smartphone for each or a pair of participants
- Mentimeter account
- Prizes (sweets, small gifts)
- Power point presentation: Module 1
- A copy of the guidelines for each participant

Introduction

Time: 15 minutes **Arrangement: Whole group**

Preparation: for this module, take the time to familiarize yourself with the legal framework section of the guidance and know where to look for the information. This session can also be presented by a legal expert from your country. Prepare your session by checking relevant national laws that apply in your country, and if it is a monist or dualist country. Add this information to the Power Point slides.

- 1. Introduce** Module 1 and where it is situated in the project cycle.
 - Module 1 Background information comes before the first step of the project cycle. It provides general information about the forms of recruitment and the impact of recruitment of children as well as information about the international and national legal and normative framework.
- 2. Present** the aim and learning outcomes of Module 1.A and B Background information.
 - **Aim:** To share basic information on CAAFAG-related international legal framework.
 - **Learning outcomes**
By the end of the module participants will be able to:
 - Define what a CAAFAG is.
 - Explain the basics of international and national legal and normative frameworks.
 - Identify situations that do not respect the rights of CAAFAG and the relevant texts of law.

Module 1.A Introduction to CAAFAG

1. **Start** the session with a Quiz on key definitions related to CAAFAG.

If participants have access to smartphones, you can do this quiz using Mentimeter or Kahoot.

Or **ask** the following questions:

- What is the right definition of CAAFAG?
 - Any individual below the age of 15 who is part of any kind of regular or irregular armed force or armed group in any capacity
 - Any individual below the age of 18 who is part of an armed group
 - Any individual below the age of 18 who is part of any kind of regular or irregular armed force or armed group in any capacity – **This is the right answer**
- What is the number of the relevant Child Protection Minimum Standard? Answer: Standard 11 CAAFAG
- Children who collect firewood and water for an armed group but who are not part of the armed group, are they considered as CAAFAG?
Answer: yes, they are considered as « used by the armed group» instead of being recruited.
- Girls who are spouses of fighters or a commander, are they considered as CAAFAG?
Answer: yes, they are considered as CAAFAG recruited for sexual purposes.

2. **Explain the definition** of CAAFAG as per the Paris Principles:

- *A child associated with an armed force or armed group” refers to any person below 18 years of age who is or who has been recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys and girls, used as fighters, cooks, porters, messengers, spies or for sexual purposes. It does not only refer to a child who is taking or has taken a direct part in hostilities.*
- This definition has changed from the Cap Principle (1997) and includes children who are not fighting but are still considered as associated with the armed group or force, particularly girls recruited for sexual purpose.

3. **Explain Standard 11** from the Child Protection Minimum Standards.

- *All children are protected from recruitment and use by armed forces or armed groups, are released, and are effectively reintegrated after recruitment and use in all contexts of armed conflict.*

4. **Show** the CPMS video on Standard 11, Children Associated with Armed Forces and Armed Groups

<https://www.youtube.com/watch?v=n0YwN7mA2UM>

5. **Explain additional definitions.**

- ARMED GROUP refers to non-state armed groups party to an international or non-international armed conflict.
- ARMED FORCE refers to the national armed forces of a state.

6. **Explain the forms of recruitment.**

- Abduction
- Threats
- Acts of violence against the family
- Compulsory conscription
- Child marriage
- Community pressure
- Propaganda
- Family ties with an armed group or force
- Relationship with a member of the armed group
- Promises of money and power

7. **Explain the risk factors for recruitment.**

Individual level

- **Need for protection:** girls and boys may seek protection from violence and abuse from an armed group.
- **Empowerment:** girls and boys may be attracted to weapons, as it is often a sign of power. Looking for adventure and fun experiences, wearing a military uniform can be attractive to both boys and girls.

- **Revenge:** children who have lost a close relative or are orphaned are in some contexts expected to avenge the death of their parents. Other grievances include feeling of persecution of a particular group, experiences of injustice, perception of government corruption.
- **Quest for personal significance:** fighting for a cause, desire for meaning, glory or contributing to something larger.

Family level

- **Family violence:** poor relationships with caregivers, neglect, domestic violence, sexual abuse or forced marriage can lead children to seek protection from AFAG and escape violence.
- Alcohol and substance abuse and mental disorders of their caregivers, as well as the absence of affection and care.
- **Separated, unaccompanied or orphaned children** are also at greater risk of recruitment.
- **Family ties:** parents who are part of an armed force or group may encourage their children to associate with AFAG to seek revenge, fight against inequalities and discrimination, or to promote an ideology they believe in.

Community level

- **Community self-defence groups:** community ties with an armed group or defence militia can lead to pressure on families to allow their children to participate in the protection of the community.
- **Lack of strong community level protection mechanism:** the community puts pressure on families to satisfy the request of the armed group in return for “peace” or protection for the community.
- **Refugee or displaced population:** they are more vulnerable to recruitment and camps may be an entry point to recruit children.

Society level

- **Presence of a conflict:** conflicts exacerbate existing hardships and reduce a child’s options for remaining unaffiliated with an armed group.
- **Low presence of State:** the absence of governance structure, basic services, livelihood options and strong inequalities in remote areas, can leave a population at the mercy of armed groups.
- **Lack of economic opportunities:** the lack of opportunities in remote areas pushes children to seek opportunities with armed groups instead.
- **Marginalisation of a minority group** whose rights are denied by the State can be used by armed groups to “justify” their action and recruit children to fight for a cause

8. Explain the opportunities and motivations of armed forces and armed groups to recruit children.

Opportunities

- Poor implementation of child protection law and policies
- Insufficient capacity of child protection and other statutory systems
- Limited birth registration
- Limited State presence
- Opportunity to manipulate individuals’ situation and feelings of discrimination and marginalisation

Motivations

- Children are seen as easier and cheaper to recruit
- Children are easier to control and manipulate
- Children can more easily collect information
- Targeting of children to weaken communities and to shock them
- Targeting of children to build an ‘army of the future’

9. Explain impact of recruitment reported on girls

- To be killed/injured
- Rape & sexual violence
- Exploitation and servitude, loss of agency
- Displacement & family separation
- Physical and psychological impact of sexual violence, fear of insecurity

- Stigmatisation due to children born of sexual violence
- Forced and early marriage due to poverty or need for protection
- Rejection by families & communities due to experiences during association/perceptions of experiences, having children during association
- Loss of education

10. Explain impact of recruitment reported on boys

- To be killed/injured, experiencing sexual violence
- Threats and reprisal
- Displacement & family separation
- Mental health impact – normalisation of extreme violence/loss of hope in the future
- Rejection by families & communities due to experiences during association/perceptions of experiences
- Vulnerability to exploitation, including hazardous work and use by criminal gangs
- Increased vulnerability to substance & drug abuse
- Loss of education

11. Explain the factors that can influence the impact

- Age and maturity
- Gender: girls are more exposed to stigmatisation than boys.
- Duration of association: the longer the child is recruited, the more challenging the reintegration will be.
- Contact with family: having regular contact with the family during the period of association is a positive factor to reintegration.
- Duties served: some duties, particularly if children committed or witnessed acts of violence may increase negative impacts on their mental health.
- Rank and status within group/force: higher rank or status in the group, access to privileges and power will have a negative impact on the reintegration. Some children may view their association as positive. Being part of an armed group or force may give them a sense of freedom and opportunity outside of repressive home environments. In some contexts, girls who have been released or have escaped armed groups have expressed a wish to return to groups as they had freedom, status, and access to material items that they do not have at home.
- For girls, whether they have been part of a women’s unit or mixed unit: being part of a women’s unit reduced the risk of sexual violence.
- How the parents welcome their child back home: children who are positively welcome back by their parents or caregivers have better chance to successfully reintegrate in their community.
- If the armed group is perceived as the “winner” or the “enemy”.
- Exposure and experience of violence against others and/or themselves, including sexual violence.
- Personal characteristics and level of resilience
- Existence of a disability (visible or not)
- Whether other family members are associated with an armed force or group. Some children are never fully released and continue to perceive themselves as a member of the group due to family ties with the armed force or group.
- Availability of reintegration support after release (and resilience after release)

12. Explain key points on language and terms

- **Children associated with armed forces or armed groups (CAAFAG)** and NOT Child Soldiers.
- **Recruitment for sexual purposes** and NOT Sex slaves, wives, or bush wives.
- **Release and Reintegration** and NOT Disarmament, Demobilisation and Reintegration.
- **Coerced Recruitment** and NOT Voluntary Recruitment.
- It is also important to consider all CAAFAG as victims of recruitment in an armed group and not as a perpetrator or terrorist.

Module 1.B Legal and normative framework

1.B.1 International Legal Framework

Time: 45 minutes Arrangement: Whole group



1. **Start** the session with a Quiz on the definition of the following acronyms

- **IHRL:** International Human Rights Law
- **IHL:** International Humanitarian Law
- **ICL:** International Criminal Law
- **IRL:** International Refugee Law
- **CTL:** International Counter Terrorism Law

Note to facilitator

If participants have access to smartphones, you can do this quiz using Mentimeter or Kahoot with fun suggestions to select from.

2. **Explain the international legal and normative framework**

- The legal and normative framework related to children associated with armed forces and armed groups is organised around the International Legal Framework, the Security Council Framework, and the International Standards and Principles.

3. **Explain the international legal framework**

- The international legal frameworks are made up mainly of laws contained within International Human Rights Law (IHRL), International Humanitarian Law (IHL), and International Criminal Law (ICL). In some contexts, provisions of Refugee Law and Counter-terrorism Law are also relevant.
- The international legal framework refers to both international and internal armed conflicts (non-international armed conflict), and the international and regional instruments apply to Member States who have signed up to them.

4. **Explain the international Humanitarian Law (IHL)**

- IHL is a set of rules that seeks to limit the negative impact of armed conflict and reduce suffering during war. The main rules of IHL are found in the Geneva Conventions (1949) and their Additional Protocols (1977). They apply in times of armed conflict, both international armed conflict and non-international armed conflict.
- All States and the international community must “respect and ensure” the IHL, including non-state armed groups.
- IHL CAAFAG relevant rules include:
 - **Rule 120:** Children in detention should be separated from adults
 - **Rule 135:** Children affected by armed conflict are entitled to special respect and protection
 - **Rule 136:** Children must not be recruited into armed forces or armed groups
 - **Rule 137:** Children must not be allowed to take part in hostilities

5. **Go through** IHL relevant bodies of law in the table on p 16 of the guidelines with the participants. **Ask** participants to take turns and read.

6. Explain the international Human Rights Law (IHRL)

- Human rights law is a set of international rules, established by treaty or custom, on the basis of which individuals and groups can expect and/or claim certain rights that their States must respect and protect.
- Human Rights are universal, and no one can take away a person's human rights.
- OPAC is a key protocol that prohibits:
 - **Article 1** The recruitment of anyone under 18 into armed forces to take direct part in hostilities.
 - **Article 2** The compulsory recruitment of anyone under 18 into national forces.
 - **Article 4** The recruitment and use in hostilities of anyone under 18 into armed groups.

7. **Go through** IHRL relevant bodies of law in the table on p 23 with the participants. **Ask** participants to take turns and read.

8. Explain the international Criminal Law (ICL)

- The Rome Statute includes the establishment of the International Criminal Court (ICC), a permanent institution that has the power to exercise jurisdiction over persons for serious international crimes.

9. **Check with the participants the definition of each international crime in the glossary of the guideline.**

10. **Go through** ICL relevant bodies of law in the table p 24 with the participants. Ask participants to take turns and read.

11. Explain the international Refugee law

- The 1951 Convention relating to the Status of Refugees and its 1967 Protocol are the core of the international refugee protection system, complemented by regional treaties and declarations that also address the rights of refugees.

12. **Go through** the refugee law in the table p 18 with the participants. **Ask** participants to take turns and read.

13. Explain International Counter Terrorism Law

- International Counter Terrorism Law is not very developed.
- National laws are often more applicable than ICTL
- National laws are rarely protective of child rights
- Relevant articles
 - **Article 18** reiterates that children accused of or recognized as having infringed the law should be treated according to the Convention on the Rights of the Child (CRC).
 - **Article 44** calls upon member states to prevent recruitment of foreign terrorist fighters, including children.



Individual search activity (10 min search + debrief)

14. **Ask** each participant or pairs of participants (according to the number) to search online to know if and when their country signed the IRHL, IHL, IRL and ICL treaties listed in the table p 22 to 24.

15. **Debrief** in plenary and encourage participants to make notes directly in their guidelines.

1.B.2 Security Council Framework

Time: 20 minutes Arrangement: Whole group – Individual activity



1. Explain the Security Council Framework

- The main texts of reference are the Security Council Resolutions on children and armed conflict
- The Security Council has issued resolutions to:
 - Gather and verify information
 - Use this information in the annual report of the Secretary-General on children and armed conflict presented to the Security Council
 - Name parties to conflict who commit violations that are triggers for listing
 - Engage in dialogue with listed governments and armed groups
- *Are resolutions legally binding?*
 - The effect of resolutions differs according to the type of resolution. Resolution is a generic term; it includes recommendations and decisions.
 - Decisions are binding resolutions, while recommendations are non-binding.
 - A resolution is binding when it is capable of creating obligations upon its addressees and when it is based on Chapter VII of the Charter of the United Nations.
 - The resolutions related to children associated with armed forces and armed groups are not legally binding.

2. Explain Resolution 1612

- Sets up the Monitoring and Reporting Mechanism : Instances of these grave violations are monitored and reported by agencies on the ground and verified. This is done in a strictly confidential manner to protect children and communities as well as the agencies who are reporting. Information collected is used in advocacy by a country-level taskforce on monitoring & reporting (CTFMR) which is led by the UN to advocate to governments and parties to conflict in country to end violations and to release children who have been recruited.
 - 6 grave violations against children
 - Recruitment to or use of children in armed forces and armed groups
 - Killing and maiming of children
 - Rape and other grave acts of sexual violence
 - Attacks on schools and hospitals
 - Abduction of children
 - Denial of humanitarian access for children
- Annual report from the UN Secretary General : Information is available in an annual report from the UN Secretary General about those who are publicly known to commit grave violations, including recruitment and use of boys and girls. The UN through UNICEF and the Office of the Special Representative of the UN Secretary General for Children and Armed Conflict, are responsible for negotiating with listed parties to the conflict Action Plans to end and prevent grave violations.



Activity - Treasure Hunt

3. **Ask** participants to look at the guide p 25 and search for the right Security Council Resolution and respond to the following questions
 - What is the Security Council Resolution that:
 - Prevents impunity for perpetrators of violence against children - **Resolution 2143**
 - Ensures full and safe access of humanitarian personnel - **Resolution 1314**
 - Considers the specific needs of girls - **Resolution 1460**

1.B.3 International Standards and Principles

Time: 15 minutes Arrangement: Whole group



1. Explain the International Standards and Principles

- International standards and principles are grounded in an international legal framework that regulates the obligations of the State towards its citizens and other persons in that State.
- Most international standards are referred to as “soft” law, and as such are not legally binding. In other words, they cannot trigger State responsibility. Nevertheless, they are considered as morally binding, they represent a commitment of the signatory States, and they provide important guidance.

2. **Go through** the International Standards and principles relevant in the table p 25 to 26 with the participants.



Energizer – Emotion mime

Time: 10 minutes Arrangement: Whole group

1. **Prepare** a list of various feelings such as happy, upset, bored, surprised, impatient, tired, angry, sad, unsure, excited
2. **Ask** participants to walk around the room and mime the feelings you will read.

This is good exercise to re-energize the participants during a session that requires a lot of attention.

1.B.4 How does international law apply?

Time: 30 minutes Arrangement: Whole group



Note to the facilitator: this session requires the adaptation of a few slides based on the national law in your country.

1. Explain how does international law applies to signatory States

- There are 2 systems, the dualist and the monist systems.
 - **Dualist systems** consider international law and municipal law as separate, and municipal law can apply international law only when it has been incorporated into municipal law.
 - **Monist systems** consider international law and municipal law as parts of a single legal system. The signature of an international treaty leads to its application in municipal law.

2. **Ask:** *What is the system in (name of country)?*

3. Explain

- To be applicable, a text of law should be signed by the State and incorporated in municipal law if it is a dualist country.

4. **Explain** how international law applies to CAAFAG

• Age of recruitment

- In IHRL, the CRC indicates 15 years old
- In IHL, the additional Protocols to the Geneva Conventions indicates 15
- In ICL, the Rome Statute considers the minimum age of recruitment as 15
- The legal framework became more and more protective over the years and raised compulsory recruitment by State armed forces (not voluntary), and any recruitment by armed groups to 18 through the OPAC.
- The African Charter on the Rights and Welfare of Children, and the Covenant on the Rights of the Child in Islam also raised the minimum age of recruitment to 18.

5. **Ask:** *What is the age of recruitment in your country?*

6. **Explain:** (add information from your context)

7. **Explain:**

• **Children in detention**

- We distinguish international and non-international armed conflict.
- International Armed Conflict: IHL allows the internment of prisoners of war (POW), “combatants” captured by the opposite party. A child may become a POW if he or she is a combatant aged above 15. The detention of POWs in regular prisons is forbidden and POWs must be released and repatriated “without delay following the cessation of hostilities.” Under IHL, children who have been detained as POWs must be held in quarters separate from adult detainees, except where accommodated with adult family members. They also benefit from special protection. (See paragraph on Detention). In practice, child POWs are very rare, and no cases have been registered since the Second World War.
- Non-International Armed Conflict: The Additional Protocol II applies to detention of children. IHRL and the CRC provide the protection needed.

• **Children in detention in your country**

- Add information from your context.

• **Criminal responsibility**

- The age of criminal responsibility is a point of debate as each text of law has its own interpretation
- CRC: 15 or 16 years old
- IHL: interpretation at 15
- OPAC: 18
- Paris Principles: 18

• **Relevant court**

- International courts have no jurisdiction to try children.
- National courts can try children according to their mandate. It is therefore important to check if the court has the mandate to try a child.

• **Criminal prosecution**

- International Armed Conflict: CAAFAG can be brought before a tribunal for war crimes, for offences such as killing civilians, looting, and burning villages, and rape or other forms of sexual violence.
- Non-International Armed Conflict: States can prosecute CAAFAG for acts regarded as crimes in national or international law.

• **Criminal prosecution against children in your country**

- Add information from your context.
- When a State considers prosecuting a child, the two key questions are:
 - whether the child has reached the age of criminal responsibility.
 - whether the court has the jurisdiction to try a case against a child.

• **Limitations to the prosecution**

- Prosecution should be the last resort.
- It is often in the child’s best interest to understand the moral consequences of their act.

• **Diversions:** intervention to redirect children away from formal processing, while still holding them accountable.

• **Alternatives to detention:**

- Prioritize alternative methods that will contribute to reintegration, reparation and reconciliation rather than punishment to prevent recidivism.
 - Education or vocational training aimed at preventing relapse;
 - Repair of harms done or restitution of losses suffered;
 - Community service for the most vulnerable in society.

8. Explain how international law applies to children associated with armed groups designated as terrorists

• **Competent court**

- The International Criminal Court applying the Rome Statute is not competent to prosecute minors.
- Specialized justice systems should not be competing, for example a terrorist court should not compete with a children's court.
- Children's cases should always remain within the justice system for children in coordination with terrorism related systems.

• **Good practices**

- The Global Counterterrorism Forum developed the Neuchâtel Memorandum on Good Practices for Juvenile Justice in a Counterterrorism Context, that provides good practices when dealing with children.

• **Limitation of the prosecution**

- CAAFAG designated as terrorist benefit from the same protection as Common article 3 of the Geneva convention to be treated with humanity, protected from killing, torture and cruel treatment.
- Children below 15 should benefit from special protection (Additional Protocol II).
- All children detained should benefit from protection according to the CRC.
- No prosecution of child victims of trafficking.
- Customary law does not prosecute children aged below 18.
- Children who indirectly participated in hostilities benefit from the same guarantees of the Geneva Convention.
- Girls and boys should not be detained or prosecuted solely for their suspected association with or membership of designated terrorist groups and in contexts where designated terrorist groups are operating. However, in practice they are often treated differently according to their active or indirect participation in hostilities.

9. Ask participants to read, taking turns, the list of recommendation from the Neuchatel Memorandum on Good Practices p 32 of the guidelines.

10. Explain: all the information in this module will help you advocate at national level for the respect of international laws and if relevant, to influence national laws to respect the rights of CAAFAG.



Bingo !

Time: 30 minutes

Arrangement: Individual activity



1. Facilitate a Bingo to conclude this module

- Distribute a Bingo sheet to each participant and ask them to answer the questions. They can use the guide to find the right answer.
- The first participant to complete correctly the entire sheet wins a prize.

2. Go through the responses with the participants.

3. Collect the bingo sheets, this will be the evaluation of the first module.

Note to the facilitator: The purpose of this activity is to evaluate if they know where to look for the information, not to remember the information.

MODULE 2 – CONTEXT ANALYSIS

Agenda

MODULE 2 Context analysis	
15 min	Introduction
	Phase 1 – Planning
1 hour	1.A Research questions and scope
1h25min	1.B Methodology selection
15 min	1.C Timeline
20 min	1.D Human Resource
10 min	1.E Budget
	Phase 2 – Getting ready
20 min	2.A Data collection plan
1h15 min	2.B Workplan
15 min	2.C Contextualization of tools
10 min	2.D Setting up referral pathway
1h25 min	2.E Training data collectors
	Phase 3 – Implementation
10 min	3.A Data collection
1 hour	3.B Data coding
20 min	3.C Data analysis
30 min	Bingo

Materials

- Flipchart paper
- Markers
- Computer for each participant for data coding
- Prizes (sweets, small gifts)
- Power Point presentation Module 2
- A copy of the guidelines for each participant

Introduction

Time: 15 minutes

Arrangement: Whole group

- 1. Introduce** Module 2 as a key step of the project cycle. It focuses on the context analysis to thoroughly document the situation of CAAFAG to inform program design. It corresponds to the steps 1) Preparedness and 2) Needs assessment and situation analysis of Standard 4: Programme Cycle Management of the Minimum Standard for Child Protection in Humanitarian Action.
- 2. Present** the aim and learning outcomes of Module 2 Context analysis.
 - **Aim:** to familiarise participants with the process and the tools available to design and implement a context analysis.
 - **Learning outcomes**

By the end of the module participants will be able to:

- Select research questions, methodologies and tools and identify the geographic areas.
- Develop a data collection plan and a workplan, contextualize the tools, setup a referral pathway and train data collectors.
- Describe the process to code and to analyse data.
- Apply knowledge to code and analyse dummy data.

3. Explain the context analysis process

- Implementing a context analysis is a key step in quality programme development. The information collected will inform the design of CAAFAG programmes. The more quality information is collected from multiple sources and in diverse ways, the better quality the programme design will be likely.
- The context analysis can be implemented by one organization, or preferably by multiple field practitioners and coordinated by the Child Protection Working Group at UN agencies, community based organisations, government actors working with CAAFAG, as well as other sectors as relevant.
- The context analysis includes 3 phases:
 - **1. Planning:** defining the goal and scope of the context analysis, the data collection plan, the timeline and budget for implementation.
 - **2. Getting ready:** selecting and adapting data collection tools and training of data collectors.
 - **3. Implementation:** collecting, coding, and analysing data.



- 4. Present the objective of a context analysis:** To contribute to a better understanding of the current situation of recruitment, use, release, and reintegration of children in a given location.
- 5. Present the Key principles**
- 6. Ask:** *What you think Do no harm means in practice for a context analysis?*
- 7. Explain**
 - Working with children associated with armed forces and armed groups can expose staff, parents, and children to risks. Children may be arrested if identified as a former CAAFAG.
 - Involving children in data collection can also potentially expose them to safeguarding risks, lead to disclosure of violence and abuse, cause distress and anxiety or lead to disappointment if their expectations are not met.
 - Field practitioners should assess potential harms and benefits to children if they participate in data collection¹ and risk mitigation measures. The risk should be balanced with the risk of programming blind without taking into consideration the needs of children.
 - The risk analysis provides the tools to conduct an assessment of the risk to implement a context analysis and identify mitigation measures.

8. **Ask:** *What do you think Child participation means in practice for a context analysis?*

9. **Explain**

- Every data collection tool includes the participation of children, boys, and girls, including CAAFAG. They know best what they need and how these needs can be addressed. Experience shows that not engaging with at-risk children, particularly girls, often leads to incorrect assumptions that will limit programme reach and impact, and that may do harm.

10. **Ask:** *What do you think Gender and age sensitivity means in practice for a context analysis?*

11. **Explain**

- Data collection should be gender and age sensitive. This includes equal representation of women and men, girls and boys in focus group discussions, key informant interviews, and during workshops.
- Every data collection approach should be conducted with female and male groups separately and with same sex data collectors or facilitators. Specific tools are designed for adults and for children, and are often shorter for children.
- Data should be disaggregated by sex and age, and every data collector should be trained on gender sensitization.

Phase 1 - Planning

1. **Explain phase 1 process**

- The planning phase of the context analysis will contribute to defining the goal and scope of the context analysis, data collection plan, human resources needed, and establish a timeline and budget for implementation.



1.A. Research questions and scope

Time: 1 hour **Arrangement:** Whole group and small groups



Time: 15 minutes **Arrangement:** Whole group and small groups

1. **Explain the research questions**

- At the start of the planning exercise, it is key to define (collectively, if relevant) the questions you seek to answer through the context analysis.
- The first questions to ask are:
 - What is the main problem?
 - What can we do to address this problem?
 - What is the information that you know already?
 - Is the issue of CAAFAG a sensitive protection concern that can expose children and staff to harm?
 - Would you consider prevention, release, and reintegration programming?

2. **Show participants** the list of research questions on page 37.

3. **Explain the scope**

- Defining the scope of the context analysis will help to determine the size and depth of the context analysis that field practitioners want to undertake.

1 Graham, A., Powell, M., Taylor, N., Anderson, D. et Fitzgerald, R. (2013). La recherche éthique impliquant des enfants. Florence : Bureau de la recherche de l'UNICEF - Innocenti.

- **Geographic scope** – What is the geographic area of interest? Will data collection be in one single location, or in multiple locations? If it covers a large geographic area, such as a district or region, consider the selection of representative communities where recruitment is believed to be happening.
- **Population scope** – Which populations are relevant for the proposed programming (e.g., clients, recipient communities, conflict-affected communities)? What groups of people should be asked to participate in data collection? Which ethnic group or nationality are they from? What are their ages? How are we including diverse perspectives?



Group activity

Time: 45 minutes **Arrangement: Small groups**

1. **Divide** the participants in groups of 5 or 6.
2. **Give** them 30 min to identify:
 - the research questions they would like to include in their context analysis
 - the geographic and population scope
3. **Debrief** in plenary and agree on the final questions selected (15 min)

1.B. Methodology selection

Time: 1 hour 25 minutes **Arrangement: Whole group**



Time: 30 minutes **Arrangement: Whole group**

1. Explain the methodologies

- The context analysis includes the following methodologies: desk review, risk assessment, needs assessment, consultation with CAAFAG, gender analysis and stakeholder analysis.
- Each component includes tools such as key informant interviews, household survey, focus group discussion questionnaires or workshop.
- Based on the research questions, the scope, and the desk review, you will need to select relevant methodologies.

2. Explain the desk review

- The desk review includes research, Monitoring and Reporting Mechanism (MRM) reports, needs assessments from selected location(s), CAAFAG projects evaluations, existing gender analysis, UN, government and NGO reports about the conflict/situation, movements of population, socio-economic context, the level of access to services, protection risks of civilians and of minority groups, and any other relevant information to the context.
- Not all sources are created equal, and you may need to weigh the findings based on the quality of the source.
- Purpose of the desk review
 - Know what information already exists and what additional information you will need to collect.
 - Collect existing data that could feed into the context analysis.
 - Prevent re-collecting existing data, and thus contributing to assessment fatigue.
 - Reduce the costs and be more efficient.

3. Explain the risk assessment

- The objective of the risk assessment is to assess the risks in implementing CAAFAG programmes. Working with CAAFAG in a conflict setting can be highly sensitive and may expose the organisation and the beneficiaries to risks that should be identified and mitigated whenever possible.



- Relevant research questions
 - What are the risks organizations may face when implementing a CAAFAG project in this location?
 - What are the risks former CAAFAG boys and girls may face by implementing a project in this location?
 - What are the mitigation measures to mitigate the risks?
 - What are the risk data collectors and participants may face in the implementation of a context analysis and the mitigation measures?



- Tools
 - Focus Group Discussion Adults
 - Key informant interview Adults

4. Explain the Needs assessment

- The objective of the needs assessment is to have an overview of the scale of recruitment and the needs of girls and boys.
- The needs assessment includes a rapid assessment, usually used at the onset of an emergency to have a quick snapshot of the situation, and a comprehensive assessment.



- Relevant research questions
 - The scale of recruitment and use
 - What are the **processes of recruitment** of boys and girls, who are involved in the decision making, are there differences according to their age and gender?
 - What are the **risk and protective factors** of recruitment for boys and for girls, are there differences according to their age and gender?
 - How can the humanitarian community support existing practices from families and communities and help **prevent recruitment** of boys and girls?
 - What are the **roles and responsibilities** of boys and girls during the period of association, based on their age and gender?
 - How are boys and girls **released** (formal vs informal modes of release), 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, are there differences according to their age and gender?
 - How can the humanitarian community contribute to the safe and **successful reintegration** of boys and girls, considering safety and care, social reintegration, health and mental health and economic reintegration?



- Tools
 - Rapid needs assessment: Household survey Adult
 - Comprehensive needs assessment:
 - Key informant interview Adults
 - Focus Group Discussion Adults
 - Focus Group Discussion Children

5. Explain the consultations of former CAAFAG

- The objective of the consultation of former CAAFAG is to get a deeper understanding of the needs of CAAFAG boys and girls, to give them an opportunity to express themselves and to contribute to the design of programmes for CAAFAG and thus design better projects that respond to their needs.
- The findings from the workshop will inform project design and prevent further harm from program interventions.
- If you don't have the time to implement a comprehensive context analysis, the recommendation is to prioritize the consultation with former CAAFAG over other methodologies. The data collected are richer and more precise than information collected from community members.



- Relevant research questions

- How can the humanitarian community support existing practices from families and communities and help **prevent recruitment** of boys and girls?
- How are boys and girls **released** (formal vs informal modes of release), are there differences according to their age and gender?
- What are the **roles and responsibilities** of boys and girls during the period of association, based on their age and gender?
- How can the humanitarian community support existing practices from families and communities to contribute to the **safe release** of boys and girls?
- What are the **main challenges** and risks children face during their reintegration into their communities?
- What are the criteria of a **successful reintegration** for boys and girls (status, relationships) and what is needed to achieve it? Are there differences and commonalities?



- Tools: Workshop with former CAAFAG and KII with children

- 3 half days of workshops with participatory activities and games
- 20 young people aged 13 to 17 years old per workshop
- Former CAAFAG should be accessing reintegration services to be part of the workshop

6. Explain the gender analysis

- The objective of the gender analysis is to collect qualitative information on women/girls' and men/boys around four core areas of impact: access and control of resources, social and cultural norms, roles and responsibilities, and safety.



- Relevant research questions

- What are the challenges and risks faced by boys and girls during their reintegration at the individual, family, community, and society levels, are there differences according to their age and gender?
- How do **access and control of resources** impact the prevention of recruitment and use, the release and the reintegration of girls and boys?
- How do **safety concerns** impact the prevention of recruitment and use, the release and the reintegration of girls and boys?
- How do social and cultural norms for girls and boys impact the prevention of recruitment and use, the release and the reintegration of girls and boys?
- How the humanitarian community can contribute to the **safe and successful reintegration** of boys and girls, considering safety and care, social reintegration, health and mental health and economic reintegration?



- Tools

- Focus group Discussion: Girls Empowerment Star with children
- Key informant interview with adults

7. Explain the stakeholder analysis

- A stakeholder analysis is used to identify the actors and the relationships that will influence project outcomes. It helps to determine the actors to partner and collaborate with.
- It builds on existing information as well as on data collected through the various methodologies of the context analysis.
- The data collected will contribute to analyse the major power centres in the community, know who can influence recruitment, release, and reintegration



- Relevant research questions
 - How can the humanitarian community support existing practices from families and communities and help prevent recruitment of boys and girls?
 - How can the humanitarian community support existing practices from children, families and communities and contribute to the safe release of boys and girls?
 - How can the humanitarian community contribute to the safe and successful reintegration of boys and girls, considering safety and care, social reintegration, health and mental health and economic reintegration?



- Tool: ½ day workshop to identify stakeholders to engage with on prevention, release, and reintegration

8. **Explain** the methodology summary table p 44
9. **Give** participants the tool and **ask** them in a plenary session which methodology it refers to.
 - Girls Empowerment Star - **Gender analysis**
 - Key Informant Interviews for adults - **Risk assessment, needs assessment and gender analysis**
 - Workshop session plan for children - **CAAFAG consultation**



Energizer – Charades

Time: 10 minutes **Arrangement: Whole group**

1. **Write** each methodology on a piece of paper.
2. **Place** the papers in a box or a hat.
3. **Split** the participants in 2 groups and organize the room in the way that team members turn their back to the other team so they cannot see them.
4. **Ask** for a volunteer in each team who will mime the methodology.
5. **Ask** someone in the room to pick a piece of paper. Show it to both volunteers at the same time and ask them to mime the methodology. No words, no writing only gesture and body movements. Only people in their team can guess. Each team has only 1 attempt. Encourage them to discuss and agree on their answer.
6. The team who manages to guess first wins!



Group activity

Time: 45 minutes **Arrangement: Small groups**

1. **Divide** the participants in groups of 5-6 people.
2. **Give** them 30 min to select methodologies and tools based on the research questions they selected and the table on p 45-46.
3. **Debrief** in a plenary session and agree on the final methodologies and tools selected (15 min).

1.C. Timeline

Time: 15 minutes

Arrangement: Whole group



1. Explain the expected timeline for each methodology

- Week 1: planning - logistics
- Week 2: tools adaptation and translation
- Week 3: training of staff
- Desk review: 1-2 weeks data collection and 1 week analysis
- Risk analysis: 1 week data collection and 1 week data processing and analysis
- Stakeholder analysis: ½ day workshop
- Needs assessment: 1 week data collection, 1-2 weeks: data processing and 1 week data analysis
- Consultation of former CAAFAG: 3 days data collection (for 1 workshop) and 1 week data processing and analysis
- Gender analysis: 1 week: data collection, 1-2 weeks: data processing and 1 week: data analysis

1.D. Human resources

Time: 20 minutes

Arrangement: Whole group



1. Explain the needs for human resources and **ask** the following guiding questions:

- *Who will lead the process?*
 - Identify one person as a Context Analysis Lead who will coordinate the multiple sectors and organisations, particularly if it is an inter-agency exercise.
 - A Leading Team, composed of focal points from each organisation involved, will review the tools, coordinate data collectors from their own organisation and contribute to the analysis.
- *How many data collectors are available?*
 - You can involve multiple field practitioners including UN agencies, national and international NGO, CBO and relevant local authorities.
 - Ensure that all enumerators are trained together and that they receive the same information to avoid differences in the methodology that can affect the result.
 - For each FGD, 2 facilitators of the same sex of the participants are needed.
 - One data collector asks the questions, while the other takes notes. Consider a pair of two data collectors that can conduct 4 KII per day or 2 FGD per day.
- *What is the profile of the data collectors?*
 - The data collectors collecting information from adults should have experience collecting data or be trained to collect data.
 - The data collectors collecting data from children **should have experience working with children**, such as caseworkers, child protection officers, experienced data collectors or research, and they should be trained on child safeguarding and safe referral.
 - This is essential to mitigate the risks of doing harm when collecting data with children on sensitive topics.
- *Who are the experts available?*
 - Knowledge Management to develop electronic data collection tools, train the data collectors and process data.
 - Gender Equality to train data collection staff on gender sensitization and to analyse data from the gender analysis.
 - Child Protection to collect data with children, train staff on child safeguarding, establish a referral pathway and analyse data.
 - Security to support the implementation and analysis of the risk assessment.

1.E. Budget

Time: 10 minutes

Arrangement: Whole group



1. **Ask** *What are the budget headings to consider for a context analysis?*
2. **Explain**
 - Translation of data collection tools
 - Hiring interpreters
 - Hiring data collectors or paying staff overtime
 - Training of data collectors (4 days)
 - Biscuits and refreshments (if relevant)
 - Printing of data collection tools or purchase of electronic data collection tools (tablets/smartphones)
 - Travel to/from field sites (vehicle rental, fuel, per diem)
 - Travel for external expert (if relevant)
 - Hiring a consultant (if relevant)
3. **Explain** the Phase 1 check list to complete before moving to Phase 2
 - Research questions selected
 - Geographical scope
 - Population scope
 - Methodologies and tools
 - Timeline
 - Budget

Phase 2 - Getting ready

1. Explain phase 2 process

- The second phase of the context analysis will contribute to establishing a data collection plan, a workplan, the contextualization of tools, the development of referral pathway and the training of data collectors.



2.A Data collection plan

Time: 20 minutes

Arrangement: Whole group



1. Explain the selection of geographical locations

- During Phase 2, specific sites should be selected to conduct the context analysis. A minimum of 3 sites per location should be identified based on evidence of ongoing recruitment, proximity to the conflict, presence of armed groups/forces and diversity of population (host population/displaced/refugee, various ethnic groups, urban/rural). See guidance on p 51.

2. Explain sampling

- Quantitative data refers only to the household survey as part of the rapid needs assessment. See guidance p 51.
- Qualitative data refers to Key Informant Interview and Focus Group Discussions.
- Key Informant Interview
 - **Adults:** Focus on men and women within the population who have the most insight into the lives of children that are at risk, marginalised, or isolated. Consider gender balance in the numbers of men and women interviewed.
- Focus Group Discussions
 - **Adults:** Select men and women, members of the population who have frequent contacts with children, who know about the risks children and their families may face.
 - **Children:** Select girls and boys aged 15 to 17. They don't need to be former CAAFAG. Children should be from diverse ethnic and minority groups, including children with disabilities and chronic illness. Some may be at school, in apprenticeships or out of school. The focus group discussions should be implemented in separate groups for girls and boys.
 - Focus group discussions should be implemented in separate gender groups.

3. Explain the best strategies to identify children

- Door-to-door outreach to mobilise home-bound girls and boys to take part in consultations.
- Inform parents and caregivers of girls and boys about the assessment and seek signed consent before inviting the children.
- Collaborate with organisations with an existing programme for girls or for parents and community gatekeepers.

4. Explain the recommendations for each tool:

- 4 Key Informant interviews and 4 Focus Group Discussions in each site with men, women for the risk assessment.
- 4 Key Informant Interviews with men, women and 4 Focus Group Discussions at each site with men, women, boys, and girls for the needs assessment.
- 4 Key Informant Interviews at each site with men, women and 4 FGD with girls and boys for the gender analysis.

5. Show the sample of data collection plan p 53.

2.B Workplan

Time: 1 hour 25 minutes

Arrangement: Whole group – Small groups



Time: 10 minutes

Arrangement: Whole group


1. **Explain** that the workplan is based on
 - The number of data collectors available in each location
 - The number of sites
 - The data collection methods (paper forms or electronic data collection)
 - The number of staff available for the data analysis
2. **Show** the sample of workplan p 54-55



Group activity

Time: 1 hour

Arrangement: Small groups

1. **Divide** the participants in groups of 5-6 people. Split the participants in as many groups as the number of regions/ locations. They should have at least 3 sites to cover per group
2. **Give** them 30 min to develop a data collection plan and workplan that covers all sites in one region, using the Excel template provided. Module 2 – Table for participants 
3. **Debrief** in a plenary session and compare the various timelines, try to harmonize if relevant (30 min).



Energizer – Pictionary

Time: 15 minutes

Arrangement: Whole group

1. **Write** various items on pieces of paper, be creative with animals, objects but also with abstract things such as child protection, CAAFAG, safety, etc.
2. **Place** the papers in a box or a hat.
3. **Split** the participants in 2 groups and organize the room in such a way that team members are turning their back to the other team so they cannot see the other team.
4. **Ask** for a volunteer in each team who will draw.
5. **Ask** someone in the room to pick a piece of paper. Show it to both volunteers at the same time and ask them to draw the item. No words, no gesture, only drawing
6. Only people in their team can guess.

2.C. Contextualization of the tools

Time: 15 min

Arrangement: Whole group



1. **Ask** *What should be considered when contextualising the tools?*

2. **Explain the considerations**

- The questions should be adapted to your context by translating and simplifying language; using locally relevant terms; and selecting questions that align with programme design in the location.
- Contextualize the services, the resources, the location, the roles of children etc mentioned in the questionnaires to your context.
- The term CAAFAG may not be understood or too sensitive. It would be useful to check in the community how CAAFAG are designated sensitively and adapt the data collection tools.
- Depending on the cultural norms of the group of respondents, you may change the order of questions so that the most sensitive questions come at the most appropriate time in the discussion – either earlier or later. Seek advice from representatives of the group to understand which approach is most appropriate.

3. **Explain the driving questions**

- *What are the research questions ?*
 - You may want to narrow down the focus on specific information you need and reduce the number of questions based on the information collected through the desk review. Use the table p 61-62 to guide the process.
- *What is the level of sensitivity of the topic in the selected locations*
 - Based on the results of the risk assessment, you may want to broaden the scope and include additional child protection risks so that the focus is not only on CAAFAG.
- *What is the target population of the tool?*
 - Boys and girls will be part of the context analysis. As a result, any adaptation to the tools for children should be age appropriate.
- *Will the tools need to be translated?*
 - The tools are available in English, French and Spanish. Consider translation in local languages and then back into English to check translation accuracy.

2.D. Setting up a referral pathway

Time: 10 min

Arrangement: Whole group



1. **Explain the set-up of a referral pathway**

- Before the start of data collection, the leading team should set up a referral pathway in case of disclosure of violence or abuse against a child.
- This includes a list of service providers, in particular actors providing case management, mental health, and legal support.
- Ensure that the service providers have the capacity to accommodate an additional caseload, verify if they have selection criteria and check the quality of service before referring people.

2. **Explain the steps to take to develop a referral pathway**

- Identify a list of service providers in each location of the context analysis related to CP case management, GBV case management, MHPSS and Health.
- Verify their selection criteria and the quality of service.
- Check if they have the capacity to accommodate an additional case load.
- Check the referral pathway template provided.

2.E. Training of data collectors

Time: 1 hour 25 min

Arrangement: Small groups and whole group



Time: 10 min

Arrangement: Whole group

1. Explain the training for data collectors

- Data collectors will attend a series of training sessions based on the methodology and tools selected and based on the age group targeted.

2. Explain the data collection training

- All data collectors should be trained on how to use FGD and KII questionnaires as well as other relevant tools.
- It is a two-day training that includes:
 - Key principles
 - How to use FGD and KII
 - How to handle disclosure
 - How to refer children

3. Explain the child safeguarding training

- All data collectors who will interact with girls and boys should be trained on child safeguarding and sign a code of conduct to ensure child safety during the data collection process.
- It is a one-day training that includes:
 - Code of conduct
 - Safeguarding policy of the organisation

4. Explain the gender sensitization training

- The gender sensitization training is a requirement for all data collectors who will collect information from men, women, boys, and girls.
- It is a half day training that includes core concepts of gender, power, and equality.



Group activity

Time: 1 hour 15 min

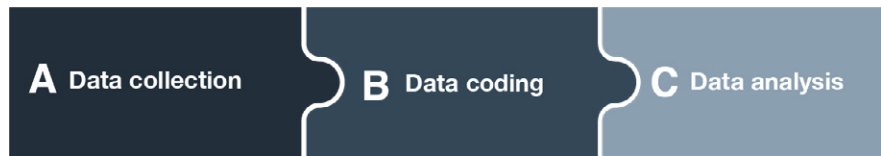
Arrangement: Small groups

1. **Agree** on the terminology to use to refer to CAAFAG in the data collection tools in a plenary session.
2. In the same groups as for the data collection plan and workplan, **give** 45 min to participants to:
 - Contextualize one or two data collection tools based on the guidance on p 54.
 - Develop a referral pathway for your location using the template provided.
3. **Debrief** in plenary and compare the various contextualizations, try to harmonize across the tools if relevant (30 min).
4. **Explain the Phase 2 check list** to complete before moving to Phase 3 on p 57 of the guidelines:
 - Sites selected
 - Sampling
 - Workplan
 - Tools are:
 - Contextualized
 - Translated
 - Training of data collectors is completed

Phase 3 - Implementation

1. Explain phase 3 process

- The third phase of the context analysis will focus on the data collection, data coding, and data analysis.



3.A. Data collection

Time: 10 minutes

Arrangement: Whole group



1. Explain data collection methodologies

- Paper forms
- Recording and transcription
- Electronic data collection tool (ODK, Kobo on smartphone and tablets, computer)

2. Explain recommendations based on the tools utilised

- Household survey: Electronic data collection tool
- KII and FGD: paper forms, recording if appropriate or typing directly in computer
- Workshops: notes in the excel tables provided

3. Discuss in a plenary session the best data collection approach, with support from the Information Management Officer if relevant.

3.B Data coding

Time: 1 hour

Arrangement: Whole group - individual activity



Time: 15 minutes

Arrangement: Whole group

1. Explain data coding

- Coding is a process to reduce large amounts of qualitative data into small chunks of meaning, which are easier to analyse.
- After data collection has been completed, the data collected through KII and FGD should be coded and entered in a database.
- Data entry and analysis Excel tables are available for each methodology with the objective to categorize and simplify the raw data, and thus facilitate the analysis.

2. Show the video on how to code data.

3. Explain the steps of data coding

- **Become familiar with the data.** Go through all the transcripts of the KII and FGD to become familiar with the data.
- **Enter the data** into the relevant database.
- **Clean the data.** For example, if some data under a specific question in fact responds to another question, move the data to the right question.


- **Generate codes.** Codes are a few words or a short sentence that summarizes a response to a question. It is recommended to use a combination of inductive and deductive approach to generate code, meaning that there is a first pre-set of codes that is then completed during the coding process.
 - Read all the answers to one question and identify a first set of codes.
 - Add the codes to the relevant drop-down list in the “Code” tab.
 - Some new codes may be generated as more transcripts are coded. Data coder will then add an additional code if needed for the same question and use the same process for all the questions of a questionnaire.
 - It is recommended to have one person coding all transcripts of the same questionnaire to avoid coding differences. If this is not possible, ensure that all data coders are informed of new codes created and their definition.
 - For example, to the question *Who are the people that influence the decision for girls and boys to join armed groups or forces?* (FGD Adults in the Comprehensive Need Assessment) identify a first set of codes such as parents, relatives, peers, religious leaders, community leaders, etc. More codes can be added as you go through more transcripts.
- **Search for themes.** A theme is a pattern that captures significant information about the research question. It can be the collation of multiple codes under overarching themes.
 - For example, under the question *Why do boys/girls join armed groups or forces?*, you may have a series of codes with specific roles. These can be collated around the four levels of the socio-ecological framework



Individual activity

Time: 45 minutes

Arrangement: Whole group – individual activity

1. **Send** the Module 2 table with dummy data to all participants 
2. **Go through** all the following steps with participants
 - Read the data entered in the Excel table.
 - Clean the data: individual work and discussion in plenary session.
 - Generate codes: discuss in plenary session the codes for the first question and then allocate one question to each participant to develop codes. Debrief in plenary session.
 - Search for themes: individual work and discussion in plenary session.

3.C. Data analysis

Time: 20 minutes

Arrangement: Whole group – Small groups



1. **Distribute** the data entry and analysis tables to all participants. Select one, such as the need assessment table, to explain how the data will be analysed.
2. **Explain data analysis**
 - Once the data are coded, the data will be analysed based on the research questions selected.
 - In each data entry & analysis tables, there is a tab “analysis” that links data from the tables with the list of question for each tool to the analysis table. This table organizes coded data per research questions in order to facilitate the analysis.
 - Organise the analysis report according to the research questions selected during phase 1.
 - In the analysis, identify how many key informants and focus group discussion participants have reported a particular information.

- Prioritize data that has been triangulated, meaning that at least 3 people have reported. If an information was reported by only one or two people and you believe it is an important information, highlight in the report that only one/two persons have reported this information.
- The table p 61-63 that summarize the methodologies, tools and questions relevant to each research question will guide the analysis process.

3. Identify trends

- Using the information in the table at the beginning of each data collection tool, try to analyse information based on various factors, such as the location (a particular community or district, urban or rural); the population (host, displaced or refugee) or according to the armed group or armed force recruiting. Add as many filters as are needed in the analysis table to refine your analysis.
- You may also identify new trends, or signs of change such as an increase in recruitment under threat, younger age of recruitment or increased acceptance of girls as survivors of sexual abuse, a positive change of social norms in gender roles, etc.

4. Explain age and gender analysis

- Using the population and age filter in the database, try to identify trends or differences according to age groups, mainly children versus adults, and according to gender.
- Often children have a very different perspective from adults, and males do not necessarily have the same viewpoints as females.
- Disaggregate all data by age and gender, using the following categories:
 - Girls 0-5
 - Boys 0-5
 - Girls 6-11
 - Boys 6-11
 - Girls 12-17
 - Boys 12-17
 - Women (above 18)
 - Men (above 18)

- 5. Use the checklist Phase 3 to check everything is covered.



Bingo !

Time: 30 minutes

Arrangement: Whole group – Individual activity



1. **Facilitate** a game of Bingo to conclude this Module.

- Distribute a Bingo sheet to each participant and ask them to answer the questions. They can use the guide to find the right answer.
- The first participant to correctly complete the entire sheet wins a prize.

2. **Go through** the responses with the participants.

3. **Collect** the bingo sheets, this will be the evaluation of the first module.

Note to the facilitator: The purpose of this activity is that they know where to look for the information, not to remember the information.

MODULE 3 – PROGRAMME DESIGN AND STRATEGIC PLANNING

MODULE 3.A Programme design

Agenda

MODULE 3.A Programme design		Materials
15 min	Introduction	<ul style="list-style-type: none">• Flipchart paper• Markers• Computers• Magazines• Colour markers• Scissors• Glue• Sheet of paper of different colour if possible• Prizes (sweets, small gifts)• Power Point presentation Module 3.A• A copy of the guidelines for each participant
55 min	3.A.1 Programme design methodology	
20 min	3.A.2 Programme risks	
10 min	Energizer	
2h30 min	3.A.3 Prevention programme design	
10 min	Energizer	
2h55 min	3.A.4 Release programme design	
10 min	Energizer	
3h55 min	3.A.5 Reintegration programme design	

Introduction

Time: 15 minutes

Arrangement: Whole group

- 1. Introduce** Module 3 as the third step of the project cycle. It focuses on the development of a project proposal including programme design, planning for monitoring, human resources, and budget.
- 2. Present** the aim and learning outcomes of Module 3.A Programme Design.
 - **Aim:** to learn how to use the information collected during the context analysis to develop prevention of recruitment, facilitation of release and reintegration of CAAFAG projects.
 - **Learning outcomes:**
By the end of the module participants will be able to:
 - Demonstrate how to use the data from the context analysis to programme design.
 - Apply programme design methodology to develop prevention, release, and reintegration programmes.

3.A.1 Programme design methodology

Time: 55 minutes

Arrangement: Whole group – in pairs



Note to the facilitator: take note of the program interventions identified throughout the programme design phase. In case the participants are not familiar with a programme framework, you can adapt the pair-work activities in module 3.A for plenary sessions.

Time: 15 minutes

Arrangement: Whole group

1. Explain

- The programme design phase can only start when you have completed the context analysis, including the data collection and the data analysis. The data from the context analysis are then used to develop programmes that address the specific risks factors and needs of children in your country. This approach promotes context specific programmes rather than generic interventions.
- Project duration: CAAFAG programmes require a holistic approach in addressing the needs of children in complex settings. As a result, medium to long-term projects are expected to be more effective.
- Programmes shorter than one year are unlikely to be successful to effectively influence prevention, release, and/or reintegration outcomes.
- Reintegration intervention in particular take longer periods of time to address the needs of CAAFAG.
- Programme logframe includes:
 - **A goal** framed around the needs of CAAFAG.
 - **Specific objectives** organised around the main components of programming selected: Prevention, Release, Reintegration.
 - **Outcomes** under each objective that reflect concrete changes expected by the end of the project.
 - **Activities**, spanning across different sectors and implemented at all levels of the socio-ecological framework that address gender and age specific needs of CAAFAG and children at risk of recruitment and use.



Activity in pairs

Time: 25 minutes

Arrangement: In pairs

Note to the facilitator: this activity can be done in a plenary session if participants are not familiar with the logframe.

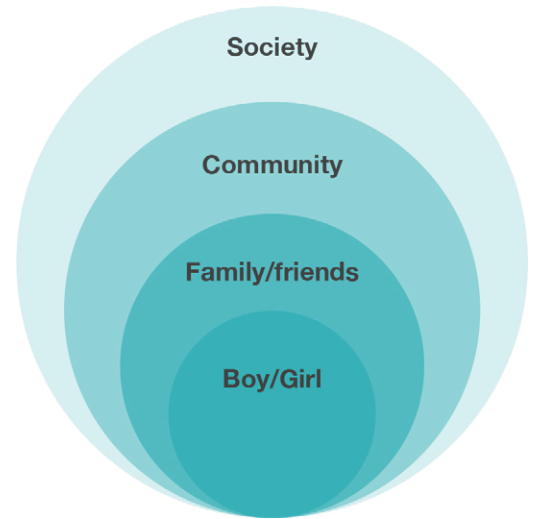
1. Explain

- The goal reflects the high-level impact to which the programme or project will contribute.
 - The goal should reflect children affected by conflict and CAAFAG as a target group and be framed around their specific needs that are to be addressed.
 - The goal should reflect the programme components that you want to include, namely prevention, release, and or reintegration.
2. **Agree** in plenary on the programme components that should be included: prevention, release, and identification, and/or reintegration.
 3. **Ask** participants to work with their neighbour to develop a goal.
 4. **Debrief** in plenary, agree on the goal for your project. You can get ideas from the suggestions in the guidelines.

Time: 15 minutes

Arrangement: Whole group

1. **Ask** participants what a socio-ecological framework is.
2. **Explain**
 - The socio-ecological framework is a useful model to frame prevention, release and identification, and reintegration programmes.
 - This model looks at an entire situation to identify the influencing factors and elements at all levels and how they interact with each other.
 - It considers a full range of problems, factors, solutions that can contribute to prevent recruitment, facilitate release and identification of children, and promote reintegration.
 - It is used throughout the programme design phase as a basis for prevention, release and identification, and reintegration programming.
3. Show the CPMS video on Pillar 3: Child Protection Strategies and the Socio-Ecological Approach https://www.youtube.com/watch?v=XFg08_n4A3A&feature=youtu.be
4. **Ask** participants to look at the sample logframe p 69 including the goal, objectives, outcomes, and activities organised around the 4 levels of the socio ecological model to know what a logframe looks like.
5. **Explain**
 - By the end of the programme design phase, you will be able to develop your own logframe.



3.A.2 Programme risks

Time: 20 minutes

Arrangement: Whole group



Note to the facilitator: Conduct this activity only if the risk assessment tool was used during the context analysis and include in the slides relevant information from the risk assessment.

1. **Explain** the research questions related to programme risk
 1. What are the risks organizations may face implementing a CAAFAG project in this location?
 2. What are the risks former CAAFAG boys and girls may face implementing a project in this location? Are any faced particularly by boys or by girls?
 3. What are the mitigation measures to mitigate the risks?
2. **Ask** participants who have been involved in the risk assessment to present their findings related to risks for organisations, for boys and girls, as well as risk mitigation measures



Energizer – Samurai

Time: 10 minutes

Arrangement: Whole group

1. Place the participants in circle
2. Give the instructions based on the YouTube video <https://youtu.be/O4ChbSi0xEI>

3.A.3 Prevention programme design

Time: 2 hours 30 minutes

Arrangement: Whole group and small groups

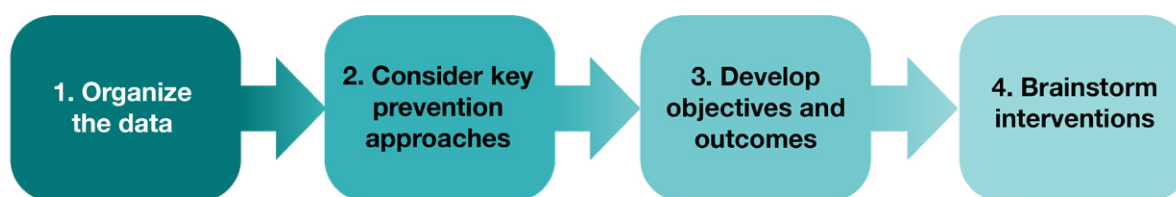


Time: 5 minutes

Arrangement: Whole group

1. Explain the prevention programme design process.

- The first step focuses on the organization of the information based on the research questions selected from the context analysis.
- The second step is to consider the various prevention approaches.
- The third step is the development of prevention objectives and outcomes.
- The fourth is brainstorming prevention interventions that are relevant to your context, using the socio ecological framework.



1. Organize the data

Time: 20 minutes

Arrangement: Whole group

Note to the facilitator: the duration of the sections may vary based on the length of information to share.

1. Adapt the research questions to those selected in the context analysis and relevant information to the slides.

- Recruiting armed groups and armed forces in *(name of the country)*
- Risk factors for boys and girls in *(name of the country)*
- Protective factors for boys and girls in *(name of the country)*
- Processes of recruitment in *(name of the country)*
- How the humanitarian community can contribute to the prevention of recruitment of boys and girls in *(name of the country)*

2. Ask participants who have been involved in the context analysis to present their findings related to selected questions.

3. Distribute, if available, the context analysis report

2. Consider key approaches to prevention

Time: 20 minutes

Arrangement: Whole group

1. Explain the approach of addressing the risk factors and strengthening the protective factors

- The most important approach to prevention is to address the risk factors and strengthen the protective factors to recruitment.
- In a given context, children can be more or less vulnerable to recruitment. If a child is exposed to a higher number of risk factors than protective factors, their vulnerability may increase, and they may be at greater risk of experiencing recruitment.
- Protective factors act to counterbalance risk factors, increasing children and families' coping capacity and resilience to protect their children from recruitment.

- We have already identified the risk factors to recruitment during the context analysis.
- In addition to culturally based protective practices, there are universal protective factors that contribute to the prevention of recruitment. See in your guidelines, p 71-72.
- Interventions that address risk factors and strengthen protective factors will thus more likely contribute to prevent recruitment and use of children.

2. Ask *How can the community contribute to prevent the recruitment and use of children?*

3. Explain the community approach

- A community approach can play a meaningful role in the prevention of recruitment and use of children. This means supporting community members to be able to protect children.
- In context of conflict, the capacity of community actors may be weakened, and they can also be a source of risk for children.
- This requires assessing and understanding how communities naturally protect children, who are influential people, and strengthen protective mechanisms through community mobilization, capacity building, etc.
- Mechanisms of prevention have been documented in the context analysis as well as the identification of influential people, particularly during the stakeholder analysis workshop.

4. Show the CPMS video on Standard 17: Community-Level Approaches.

<https://youtu.be/VACgZcdUdWY>

5. Ask *What is a multi-sectoral approach?*

6. Explain

- A multi-sectoral approach encourages the collaboration between organisations in various sectors and involving communities and people.
- Child protection actors alone will unlikely be able to address all risk factors and should involve relevant sectors.

7. Show the CPMS video Pillar 4: Standard to work across sectors.

<https://www.youtube.com/watch?v=YG5YqbP4ePI>

8. Ask participants which sectors should be involved

9. Explain

- A coordinated response from government, UN agencies and non-governmental organisations involved in protection, education, health, water and sanitation, peace-building, justice, security, food, livelihood, social protection or shelter is required based on the risk factors identified.
- It is important to emphasise the shared responsibility in preventing recruitment across sectors to maximise sources of funding. The Child Protection sector cannot, alone, prevent the recruitment and use of children.
- This should be coupled with training in mainstream child protection for personnel implementing services for children, adolescents, and their families across all sectors, to safely identify and refer CAAFAG.



3. Develop prevention objectives and outcomes

Time: 30 minutes

Arrangement: Whole group

1. Explain


- Objectives reflect expected changes of the prevention programme.
- Outcomes reflect the multiple changes that are expected by the end of the project to achieve the objective. Outcomes can be framed around risk and protective factors, or around the socio-ecological levels.

2. **Ask** participants to think individually of one prevention objective and one prevention outcome.

3. **Help** them formulate the objective and outcome using the guidelines.

4. **Agree** in plenary on one prevention objective and two outcomes.

5. **Write** the agreed upon prevention objective and outcomes on A4 paper and place them on the wall underneath the goal.

Note to the facilitator: The objective is to create a giant logframe on the wall with the goal, the objectives, the outcomes, and the activities. You will then add the information to the tab 3.A Logframe in the table for participants. 



4. Brainstorm prevention interventions

Time: 1 hour 15 minutes

Arrangement: Small groups and Whole group



Group activity


1. **Divide** the participants into 4 groups and allocate them two risk factors and one protective factor from the risk and protective factors table that you developed based on the context analysis. If you don't have this information, select risk and protective factors from the table on p 71-72.

2. Ask each group to:

- Read the various examples for prevention interventions on pages 76 to 79 to get some ideas of activities.
- Look at the table on pages 75-76 to structure their ideas.
- Brainstorm at least one activity for each risk and protective factor allocated to the group.
- Develop a poster.
 - **Tell them** that there will be a prize for the best poster

3. Organize a gallery walk

- Place the posters on the walls with one person from each group to present their activities (20 min).
- In plenary, validate the prevention activities for each level.
- Agree on the best poster and give a prize.
- Write the validated prevention interventions on A4 paper and place them on the wall under the prevention objectives and outcomes.

4. **Take note** of the interventions suggested in the tab 3.A Logframe of the table for participants. 



Energizer - Animal mime

1. **Prepare** a list of animals such as rabbit, cow, chicken, giraffe, cat, mouse, and elephant.

2. **Ask** participants to walk around and mime the animal. Allow a minute and then move to the next animal.

3.A.4 Release and identification programme design

Time: 2 hours 55 minutes

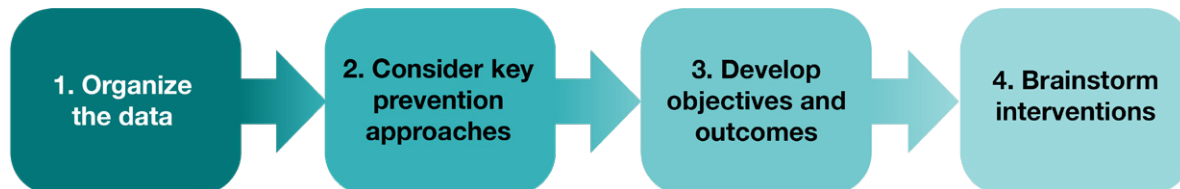
Arrangement: Whole group and small groups



Time: 5 minutes

Arrangement: Whole group

1. **Ask** a participant to read the definition of release.
2. **Explain** the key considerations for the release of children
 - CAAFAG have the right to release, and reintegration at all times, including in the midst of conflict, without precondition.
 - Identification and release of children, including girls, shall not be delayed during negotiations of peace agreements.
 - Exit seems to be a combination of two processes: *desistance* (cessation of activity for the group, including support activities) and *disengagement* (disincorporation and de-identification as a group member).
 - Neutrality is often challenging, if not impossible in some contexts. Some children may have no choice but to take a side to survive, sometimes side-switching.
 - Identification of children can be done through a formal process during demobilisation or informal demobilisation through escape for instance. In this case, identification takes place once children are already back in their communities.
3. **Explain** the release and identification programme design process.
 - The first step focuses on the organization of the information based on the research questions selected from the context analysis.
 - The second step is to consider key release and identification approaches.
 - The third step is the development of release and identification objectives and outcomes.
 - The fourth is brainstorming release and identification interventions that are relevant to your context, using the socio ecological framework.



1. Organize the data

Time: 30 minutes

Arrangement: Whole group

Note to the facilitator: the duration of the sections may vary based on the volume of information to share.

1. **Adapt** the research questions to those selected in the context analysis and relevant information to the slides.
 - Roles and responsibilities in (*name of country*)
 - Existing release and identification practices in (*name of country*)
 - Obstacles and Solutions to release
 - How can the humanitarian community contribute to the safe release of children in (*name of country*)?
2. **Ask** participants who have been involved in the context analysis to present their findings related to the selected questions.
3. **Distribute**, if available, the context analysis report.

2. Consider key approaches to release and identification

Time: 15 minutes

Arrangement: Whole group

1. Explain

- There are two main approaches to release. The formal and informal release.

2. Ask: What are the ways children can be formally released?

3. Explain

- Formal release involves the formal transfer of children from armed forces and armed groups to a designated third party for their care and protection.
 - Through Handover protocols signed with armed forces and armed groups.
 - At cantonment sites, DDR authorities may identify children when visiting barracks.
- National governments have responsibility for facilitating the release of CAAFAG.
- In practice, some governments may be unwilling or unable to carry out this role. Peacekeeping actors and child protection actors therefore often play key roles.

4. Ask: How can children informally exit AFAG?

5. Explain

- Informal release can take various forms, with or without the consent of armed groups and forces. Exit might happen in situations where there is no child release and reintegration programming, where child protection actors have little access or in locations where there are ongoing release programmes.
- Some children may have missed formal release programmes or others may have chosen to discreetly exit the AFAG out of fear of retaliation and stigmatisation, particularly girls.
- Informal release is often the preferred mode of release for girls, mainly to avoid social stigma. They go back to their communities by their own means or to other locations where they tend to hide and rarely seek reintegration services.

6. Ask: Who can identify children who came back to their communities?

7. Explain

- Children who have returned to their community can be identified through Child Protection Committees whose members have been trained in safe identification and referral.
- CAAFAG can also be identified by health, psychosocial support, or education services providers for instance, who have been trained.
- Training in safe identification is essential to take into consideration the context and mainly, to not expose children to further risks of stigmatization, reprisal, or arrest. The consent or assent of the child and his/her caregivers should be obtained before the referral. See Case Management for Child Protection guidelines.

3. Develop release and identification objectives and outcomes

Time: 30 minutes

Arrangement: Whole group and small groups


1. Explain

- **Objectives** reflect expected changes in release and identification programme.
- **Outcomes** reflect the multiple changes that are expected by the end of the project to achieve the objective. Outcomes can be framed around formal and informal release.



Activity in pairs

2. **Ask** participants to develop in pairs one release and identification objective or one outcome. Ask one side of the room to work on an objective and the other side to work on an outcome. Show them the previous slide again if needed (10 min).
3. **Debrief** in a plenary session and agree on at least 2 release objectives and 2 outcomes.
4. **Write** the agreed upon release objectives and outcomes on A4 paper and place them on the wall underneath the goal.

Note to the facilitator: The objective is to create a giant programme framework on the wall with the goal, the objectives, the outcomes, and the activities. You will then add the information to the tab 3.A Logframe in the table for participants. 



4. Brainstorm release and identification interventions

Time: 1 hour 30 minutes

Arrangement: Small groups and Whole group

1. **Discuss** in a plenary session the shortfalls of the current release practice in terms of
 - Number of children released and identified compared to the number of children known to be recruited.
 - Do no harm principle in release, particularly for girls.
 - Respect for child rights in the release and identification process.



Group activity

2. **Divide** the participants in 4 groups.
3. **Ask** each group to:
 - Read the examples of release and identification interventions.
 - Look at the table on page 83 to structure their ideas arounds the current practice shortfalls and using the guiding questions.
 - Brainstorm at least two activities.
 - Develop a short sketch for the restitution.
4. **Tell** them that there will be a prize for the best sketch.
5. **Debriefing** (30 min)
 - Each group will present their mime and explain their activities (20 min)
 - In plenary, select the best release activities for each level (15 min)
 - Agree on the best sketch and give a prize.
 - Write the selected release intervention on A4 paper and place them on the wall under the objectives and outcomes
6. **Take note** of the interventions suggested in a project framework.



Energizer The sun shines on...

Time: 10 minutes **Arrangement: Whole group**

1. **Place** as many chair as participants in circles, but one.
2. **Ask** participants to sit
3. **Ask** one participant to stand in the middle and say *The sun shines on people who...* wear glasses, have a brother, work in child protection etc. All people who are involved must change seat. One person will remain in the middle without a seat. It is then his/her turn to say *The sun shines on people who...*

3.A.5 Reintegration programme design

Time: 3 hours 55 minutes **Arrangement: Whole group and small groups**

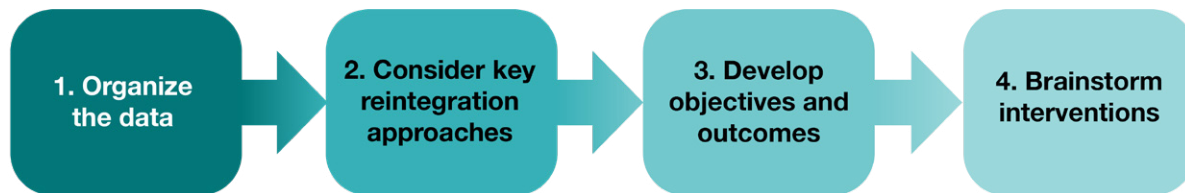


Note to the facilitator: it is recommended, for this session to invite additional participants from various organisations with expertise in health/MHPSS, education, economic recovery, justice, case management, community mobilization, etc. They will be part of group sessions to develop programme activities relevant to their sector.

Time: 10 minutes **Arrangement: Whole group**

1. **Remind** participants and inform newcomers of the agreements developed at the beginning of the training, in particular the agreement about confidentiality.
2. **Read the definition of reintegration**
 - “Child reintegration is the process through which children transition into civil society and enter meaningful roles and identities as civilians who are accepted by their families and communities in a context of local and national reconciliation. Sustainable reintegration is achieved when the political, legal, economic, and social conditions needed for children to maintain life, livelihood and dignity have been secured. This process aims to ensure that children can access their rights, including formal and non-formal education, family unity, dignified livelihood and safety from harm.”²
3. **Explain** the key considerations for the reintegration of children
 - Reintegration is a complex and ongoing process rather than an event, usually taking place over years rather than months.
 - It represents a period of adjustment and transition from the military experience and identity, towards a new civilian life within a family and community.
 - For many children, reintegration is not focused on returning to a previous life, but rather on seeking to integrate into a new or dramatically changed- environment.
 - It is a dynamic multi-directional’ experience where the family and members of the child’s community are also adjusting to accommodate the child.
4. **Explain** the reintegration programme design process
 - The first step focuses on the organization of the information based on the research questions selected from the context analysis.
 - The second step is to learn from reintegration approaches.
 - The third step is the development of reintegration objectives and outcomes.
 - The fourth is brainstorming reintegration interventions that are relevant to your context, using the socio ecological framework.

2 Paris Principles 2.8, 2007



1. Organize the data

Time: 1 hour

Arrangement: Whole group

Note to the facilitator: the duration of the sections may vary based on the volume of information to share.

1. **Adapt** the research questions to those selected in the context analysis and add relevant information to the slides.
 - Challenges faced by children during their reintegration in *(name of the country)*
 - How the humanitarian community can contribute to reintegration *(name of the country)*
 - Criteria for a successful reintegration *(name of the country)*
 - Impact of safety concerns on reintegration *(name of the country)*
 - Impact of access and control resources on reintegration *(name of the country)*
 - Impact of social and cultural norms on reintegration *(name of the country)*
2. **Ask** participants who have been involved in the context analysis to present their findings related to selected questions.
3. **Ask** participants, based on the presentation of findings from the context analysis, what are the main needs of children for their reintegration.

Needs may include:



Basic needs

- **Health** includes psychosocial wellbeing, nutrition, reproductive health, addictions, impairments, etc.
- **Education** encompasses formal and nonformal education.
- **Economic recovery** focuses on financial autonomy for older children and includes vocational training, business skills, financial literacy, etc.

Safety and security

- **Safety & Care** includes protection from violence and retaliation, alternative care and family tracing and reunification.
- **Justice** may be considered in some contexts, it includes risks of arrest, protection during detention, legal documents, legal assistance, and advocacy.

Relationship with family and others

- **Social** belonging encompasses a new civilian identity and being socially accepted by family and community.

Agency

- **Education**, specifically life skills promoting decision making skills and empowerment of boys and girls to be active agents of their own lives.

4. **Agree** on a list of needs and write them on a flip chart.
5. **Distribute**, if available, the context analysis report.

2. Consider key approaches to reintegration

Time: 30 minutes

Arrangement: Whole group

1. Introduce the 4 key approaches to reintegration.

- Case management
- Community level approach
- Non-targeted approach
- Multisectoral approach

2. Explain Case management approach

- Case management is one of key approaches to reintegration.
- The child and his/her family are supported by a caseworker through direct support and referrals. Case management allows for effective identification of the needs of children and for discreet provision of support to children. It is safer when provided for multiple protection concerns and not only for CAAFAG.
- Field actors can holistically assess the situation of girls and boys and their family situations, considering individual protective and risk factors, in order to tailor the response to their needs to develop a holistic response plan, while not doing further harm.
- Using a case-management approach will contribute to the coordination of services by one focal point (the caseworker) for the child, the family, and the service providers, increasing confidentiality and reducing the risk of re-traumatisation.

3. Show the table on page 89 on protective and risks factors to case management.

4. Explain Community level approach

- Exclusion from community events and interactions with peers are commonplace. This affects the children's confidence and capacity to rebuild a sense of belonging to their communities. Thus, girls and boys are co-existing rather than being genuinely integrated in their communities.

- Experience shows that community leaders have the power to influence reintegration. These are religious leaders, local chefs, traditional community leaders, women and youth leaders identified during the stakeholder analysis.
 - Identification and support for traditional community reintegration systems and practices.
- 5. Ask** participants if they can give examples of traditional reintegration systems.
 - For instance, cleansing and forgiveness ceremonies, involvement of traditional leaders in using their authority to advocate for child protection are supported through training, stipends, provision of materials, etc.
 - These existing practices should be identified during the context analysis.
 - 6. Explain**
 - Another option is the identification and modest support to community organised activities.
 - 7. Ask** participants if they can give examples of community organised activities.
 - For example, security watch groups, livelihood initiatives, recreational activities.
 - 8. Show** the CPMS video on Standard 17 Reflection on current community level programming.
<https://www.youtube.com/watch?v=Vz0BOIXVHL8>
 - 9. Explain Non-targeted approach**
 - A non-targeted approach prioritises non-targeted service provision instead of specific targeting of CAAFAG.
 - It contributes to:
 - Reducing the risks of stigmatizing CAAFAG.
 - Mitigating the risks of resentment (and retaliation) against CAAFAG and NGO because they have access to services that other vulnerable children in the community don't have access to.
 - Preventing recruitment of vulnerable children.
 - Giving access to services for children, particularly girls, who do not want to disclose their association to access services and prevent further stigmatization.
 - 10. Explain Multi-sector approach**
 - A multi-sectoral approach encourages the collaboration between organisations in various sectors and involving communities and people.
 - Children's wellbeing includes various components that are all interlinked and that require the involvement of various sectors. Successful reintegration of CAAFAG responds holistically to the needs of children, involving other relevant sectors.

3. Develop reintegration objectives and outcomes

Time: 30 minutes

Arrangement: Whole group and small groups

1. Explain


- Objectives reflect expected changes of reintegration programme.
- Outcomes reflect the multiple changes that are expected by the end of the project to achieve the objective. Outcomes can be framed around children's needs and the socio-ecological levels.



Activity in pairs

- 2. Ask** participants to develop in pairs one reintegration outcome based on one of the needs. Allocate a need to each pair. Show them the previous slide again if needed. (10 min)
- 3. Debrief in a plenary session** and agree on at least 1 reintegration objective and 5 outcomes based on the needs of the children identified.

4. **Write** the agreed upon release objectives and outcomes on A4 paper and place them on the wall underneath the goal.

Note to the facilitator: The objective is to create a giant programme framework on the wall with the goal, the objectives, the outcomes, and the activities. You will then add the information to the tab 3.A Logframe in the table for participants. 



4. Brainstorm reintegration interventions

Time: 1 hour 45 minutes

Arrangement: Small groups and Whole group



Group activity

1. **Divide** the participants in as many groups as needs identified. For example, education, health, social belonging, etc.
2. **Include**, if relevant, external expert in education, health, economic recovery, justice, etc in each group.
3. **Ask each group to:**
 - Look at the table on pages 92-93 to structure their ideas arounds the needs, the socio-ecological levels and using the guiding questions.
 - Brainstorm at least 3 activities, including one taking into consideration the specific needs of girls.
 - Develop a creative presentation.
4. **Tell them** that there will be a prize for the most creative presentation.
5. **Debriefing**
 - Each group will present their activities (7 min each – 40 min).
 - In plenary, select the best reintegration activities for each need (20 min).
 - Agree on the most creative presentation and give a prize.
 - Write the selected reintegration intervention on A4 paper and place them on the wall under the objectives and outcomes.
6. **Take note** of the interventions suggested and update the Logame in the table for participants.

Congratulations, the first part of the logframe is complete!

MODULE 3.B Monitoring

Agenda

MODULE 3.B Monitoring		Materials
5 min	Introduction	<ul style="list-style-type: none">• Flipchart paper• Markers• Computers to take note• Post-it notes• Power Point presentation Module 3.B• A copy of the guidelines for each participant
30 min	3.B.1 Output and Outcome indicators	
20 min	3.B.2 Development of culturally sensitive indicators	
1h15 min	3.B.3 Develop a Performance Measurement Framework	

Introduction

Time: 5 minutes **Arrangement: Whole group**

1. **Present** the aim and learning outcomes of Module 3.B Monitoring.

- **Aim:** to learn how to measure outputs and outcomes of a project.
- **Learning outcomes:**

By the end of the module participants will be able to:

- Develop culturally sensitive indicators.
- Develop a Performance Measurement Framework

3.B.1 Output and outcome indicators

Time: 30 minutes **Arrangement: Whole group**



1. **Explain**

- Indicators are a quantitative or qualitative variable that provides a valid and reliable way to measure achievement, assess performance, or reflect changes connected to an intervention.
- Indicators are developed based on the objectives identified during programme design. They should include a mix of output and outcome indicators to monitor the quality of the programme and not only the delivery of service.

2. **Ask:** *What is the difference between output and outcome indicators?*

3. **Explain**

- **Output indicators** refer to the results of program activities; the direct products or deliverables of activities³, they demonstrate the immediate benefits of your activities, such as the number of CAAFAG who benefited from case management, the number of parents of CAAFAG who received parenting skills sessions or the number of community-based child protection mechanisms established.
- **Outcome indicators** refer to short-term and medium-term effects of an intervention's outputs, such as a change in knowledge, attitudes, beliefs or behaviours⁴.

3 [IndiKit Rapid guide to design SMART indicators](#)

4 UNAIDS (2008)

- For example, the percentage of reduction of signs of psychosocial distress in CAAFAG after their reintegration or the number of CAAFAG who are successfully reintegrated after one year of support. Outcome indicators often require the development of a set of criteria, scales, and/or measurement tools.

4. Facilitate a [mentimeter quiz](#) using the online application. If you do not have access to internet, you can create a slide with these questions.

Is it an output or an outcome indicator?

Here is a list of suggested indicators to use in your Mentimeter.

- % of children and their caregivers who report improvement in their mental health and psychosocial wellbeing following programme completion – **Outcome indicator**
- % of boys and girls released from AFAG who were reintegrated into a family environment – **Outcome indicator**
- % of former CAAFAG benefiting from case management – **Output indicator**
- % of boys and girls CAAFAG who report successful reintegration after 12 (adapt as needed) months of reintegration support – **Outcome indicator**
- % of identified foster caregivers or mentors trained and provided with supervision support – **Output indicator**

5. **Ask:** What is a SMART indicator?

6. **Discuss** in a plenary session:

- **Specific:** the indicator should indicate clearly what will be achieved. Avoid vague terms such as improve or effective.
- **Measurable:** is it possible to collect data for this indicator in a conflict context? Do you have the expertise, staff, and time to collect the data?
- **Achievable:** Is it realistic to expect the target to be reached within the timeframe, based on the resources you have? For outcome indicators, is it possible to measure a change during the project period? Avoid ambitious targets that will make the project look like a failure if they are not met.
- **Relevant:** Does the indicator really capture the change you described as you output or outcome?
- **Time-bound:** When does the indicator will be achieved?

7. **Ask:** *Is it a SMART indicator?*

- % of boys and girls CAAFAG who report successful reintegration after 12 months of reintegration support. **Yes, it is a SMART indicator**, although you will need to define what successful reintegration means.
- % of children who have been prevented from recruitment by an armed group. **This is not a SMART indicator.** This is not specific enough and very difficult to measure. It is not time bound.

3.B.2 Development of culturally sensitive indicators

Time: 20 minutes

Arrangement: Whole group



1. Explain

- Some outcome indicators require the involvement of former CAAFAG to define criteria. Concepts of release, reintegration, and wellbeing are usually based on Western concepts which may not resonate with culturally based understanding of war-related events.
- Children are not passive victims; they actively interpret and give a meaning to their experience. Communities “have their own priorities for improving their life, and their own ways of identifying impact indicators and measuring change”.

2. Explain participative ranking method

- Implement focus group discussions with former CAAFAG about their perspective on successful reintegration/ poor reintegration/ release/ wellbeing, etc.

- Organize a prioritization exercise to select the most relevant attributes using objects to represent each attribute.
- Consolidate the list of attributes across multiple locations to develop your criteria.
- The consultation of former CAAFAG workshop provides the framework to collect relevant data from children, using a participatory approach.
- In particular, the session 4.3 on Brainstorming release processes and 5.3 Diamond ranking of attributes of doing well will help you define criteria for release distinguishing disengagement and deidentification, and criteria for reintegration, from the perspective of CAAFAG.

3. Explain using finding from the context analysis

- Findings from the context analysis about the following research questions will help you develop culturally relevant outcome indicators.
- What are the criteria for a successful reintegration for boys and girls?

4. Present

- Findings from the context analysis about children’s perspectives on reintegration
- Findings from the context analysis about criteria of a successful reintegration

Note to the facilitator: these are the same items of information as those shared during the session on design of reintegration interventions.

3.B.3 Develop a Performance Measurement Framework

Time: 1 hour 15 min

Arrangement: Whole group



Note to the facilitator: adapt the logframe in the slide to your context and add the objectives and the interventions defined during the previous session for prevention, release, and reintegration.

1. Explain

- The measurement of some outcome indicators may be based on contextualized criteria (see 3.B Monitoring 106).
- For instance, the measurement of reintegration indicators such as % of boys and girls CAAFAG who report successful reintegration after X months of reintegration support require the identification of criteria, identified by former CAAFAG and the community.
- You can collect information about these criteria through post intervention surveys for instance.
- You can use the findings to the research question: What are the criteria of a successful reintegration for boys and girls? This is also relevant for other concepts such as “security”. What does it mean for children to feel safe?


2. Ask: *What are the means of verification that you use in your context?*

3. Add examples if needed

- Pre-post questionnaire
- Post-intervention survey
- Attendance sheet
- Quiz or a game (Jeopardy game)
- Questions on Mentimeter – Kahoot
- Anonymized case management data
- Anonymized feedback mechanism data
- Aggregated Monitoring and Reporting Mechanism data



Group activity

4. **Divide** the participants in 4 groups
 - 1 for prevention
 - 1 for release
 - 2 for reintegration (divide the needs between the 2 groups)
5. **Allocate** to each group 2 activities from the logframe. They should develop one output and one outcome indicator for each activity as well as means of verification.
6. **Distribute** an electronic copy of the performance measurement framework in an Excel format to all participants including the objectives, the outcomes, and the activities.  Module 3 – Table for participants.
7. **Tell** participants that they have suggested indicators in the guidelines on pages 109-111.
8. **Debrief** in a plenary session (20 min).

Note to the facilitator: Collect the performance measurement framework developed and combine them into one document that you will then send to all participants

MODULE 3.C Human Resources

Agenda

MODULE 3.C Human Resources

5 min	Introduction
1h	3.C.1 Scale and staffing
20 min	3.C.2 Technical competencies

Materials

- Flipchart paper
- Markers
- Computers to take note
- Post-it notes
- Power Point presentation Module 3.C
- A copy of the guidelines for each participant

Introduction

Time: 5 minutes **Arrangement: Whole group**

1. **Present** the aim and learning outcomes of Module 3.C Human resources.

- **Aim:** to learn how to identify human resources needs to implement a programme for CAAFAG

- **Learning outcomes:**

By the end of the module participants will be able to:

- Identify scale and staffing requirements for a CAAFAG programme.
- Identify technical competencies required to implement a CAAFAG programme.

2. **Explain**

- Programmes targeting CAAFAG tend to be more complex, require strong expertise and often last longer than other Child Protection programmes.
- The sensitivity and the risks of doing harm are high, even if the CAAFAG case load is integrated into existing Child Protection programmes.
- Staffing, including supervision, should be carefully considered to set up the right foundations of the programme.

3.C.1 Scale and staffing

Time: 1 hour **Arrangement: Group work and Whole group**



Time: 10 minutes **Arrangement: Whole group**

1. **Explain**

- To determine the scale and staffing needs to implement a CAAFAG programme, including one integrated into existing Child Protection programmes, you need to determine:
 - The number of children you are planning to reach
 - The project duration

- The number of locations/sites you are considering
- The programmes you are planning to implement. Prevention, release, and/or reintegration.
- The activities you are planning to implement. Community prevention; training of armed actors to facilitate release; case management, education, economic recovery, etc. activities.


2. **Agree** in a plenary session on the project duration and the number of locations.



Group activity

Time: 50 minutes **Arrangement: Group work and Whole group**

Note to the facilitator: You can change the groups, so it is not always the same people in the same groups.

1. **Divide** participants in 4 groups
 - 1 for prevention
 - 1 for release
 - 2 for reintegration (divide the needs between the 2 groups)
2. **Ask** participants to
 - Identify the number of beneficiaries you want to reach for each activity
 - Identify the number of staff you need, using the table pages 113-114.
3. **Distribute** the Excel table to complete, Module 3 – Table for participants. 
4. **Debrief** in plenary (20 min)

3.C.2 Technical competencies

Time: 20 minutes **Arrangement: Group work and Whole group**



1. **Explain**
 - Technical competencies are a measurable set of knowledge, skills or attributes required to effectively perform a task.
 - Each competency includes expected behaviours and responsibilities that increase over time with experience and career progression.
 - We distinguish 3 levels of experience:
 - **Level 1** relates to individuals who are new to the relevant competency domain.
 - **Level 2** is relevant to individuals with some experience from a few assignments across different contexts in the relevant competency domain.
 - **Level 3** corresponds to individuals who are experts in the relevant competency domain and can train others.
2. **Ask** participants to look at the table on pages 115 to 123 and explain how to read it, looking first at the position, then the competency and the indicators at each level.
3. **Randomly** ask participants to locate the right indicators based on the position, the competency and the level, taking turns. Continue until everyone has had a chance to locate the indicators.
 - For example:
 - CAAFAG project manager – Engaging with the UN missions - Level 2 – there are 3 indicators to find.
 - M&E officer – Monitoring child protection – Level 1 – there are 3 indicators to find.
 - Etc.

4. **Ask** participants how they could use the competency framework to manage human resources.

5. **Explain**

- You can use the competency framework to :
 - Develop job descriptions and interview questionnaires
 - Budget enough for the expertise and profile you are looking for
 - Conduct performance evaluation
 - Develop learning and development plans
- We will discuss these more in depth in the implementation phase

MODULE 3.D Budget

Agenda

MODULE 3.D Budget

5 min	Introduction
15 min	3.D.1 Budget
20 min	End of Module 3 Quiz

Materials

- Flipchart paper
- Markers
- Power Point presentation Module 3.D
- A copy of the guidelines for each participant

Introduction

Time: 5 minutes

Arrangement: Whole group

1. **Present** the aim and learning outcomes of Module 3.D Budget.

- **Aim:** to learn how to develop a basic budget

- **Learning outcomes:**

By the end of the module participants will be able to:

- List the key considerations and key questions that should guide the development of a budget for a CAAFAG project.

3.D.1 Budget

Time: 15 minutes

Arrangement: Whole group



1. Explain the key considerations

The following points should be considered when developing a budget:

- The objectives and outcomes of the project
- Activities and approaches
- The project duration
- The number of beneficiaries you expect to reach
- The community expectations and local standards
- Availability of experienced human resources locally
- Availability of materials locally
- The security, remoteness and spread of implementation sites and their influence on transport, recruitment of staff, monitoring and procurement and delivery of materials

2. **Explain** that a sample of budget is available in the guidelines, with key budget lines to consider on p 124-125.



End of module 3 quiz

Time: 20 minutes

Arrangement: Individual work

1. **Facilitate** an end of module Quiz using Mentimetre or any other tool. Module 3 - Quiz 

MODULE 4 – IMPLEMENTATION AND MONITORING

MODULE 4.A CHILD SAFEGUARDING

Agenda

MODULE 4.A Child safeguarding		Materials
5 min	Introduction	<ul style="list-style-type: none">• Flipchart paper• Markers• Computers to take note• Power Point presentation Module 4.A• A copy of the guidelines for each participant
55 min	4.A.1 Child safeguarding	

Introduction

Time: 5 minutes **Arrangement: Whole group**

1. **Introduce** Module 4 as the fourth step of the project cycle. It focuses on project implementation and monitoring.
2. **Present** the aim and learning outcomes
 - **Aim:** to learn the basics of child safeguarding in project implementation
 - **Learning outcomes:**
By the end of the module participants will be able to:
 - Describe the key components of child safeguarding required to implement a project with CAAFAG.

4.A.1 Child safeguarding

Time: 55 minutes **Arrangement: Whole group**



What is child safeguarding?

Time: 15 minutes **Arrangement: Whole group**

1. **Read** Awa's story to the participants.

In the village of Youzou young people have access to life skills activities. Awa is 16 years old; she lives on the outskirts of the village and she enjoys these activities. However, when Awa goes to the life skills sessions, she has to pass by an army checkpoint and the military men often scare her. At the youth club, she is happy to meet other girls her age and chat with them after the sessions. The other day, one of the boys from the village who also participates in the activities, came up to her and said something inappropriate. She felt very uncomfortable. She shared her concerns with the facilitator, but he told her that he could not do anything.
2. **Ask** *What are the important points in this story? How does Awa feel?*
3. **Ask** *How could a protection/safeguard policy help Awa?*
4. **Explain**
 - Every organization implementing programmes for children should establish a child safeguarding policy and relevant measure to prevent, document and respond to abuse of children by its personnel.

- Child safeguarding is a set of measures to ensure that all programmes do no harm to children.
 - It ensures that no humanitarian workers expose children to abuse in failing their duty of care or deliberately seeking to exploit and abuse children.
 - It includes policies, procedures but also leadership and accountability.
5. Show the video on safeguarding if you have time.
<https://www.youtube.com/watch?v=cpWsw48jyuA&t=410s>
 6. **Ask:** *What are the key elements of child safeguarding?*
 7. **Explain**
 - Child safeguarding policy
 - Feedback and monitoring system
 - Referral pathway to address the needs of the child
 - Training of employees
 - Awareness raising of children and the community
 8. **Explain**
We will talk about feedback and monitoring system in the monitoring section.

Elements of child safeguarding



Activity – Speed thinking

Time: 40 minutes **Arrangement:** Whole group

1. **Ask:** participants to form two lines facing each other.
 2. **Explain** that participants will have two minutes to discuss a question in pairs. There will be four questions in total. After each question, participants in one of the lines will move one step to right to face another person and discuss the next question.
 3. **Ask** the first question: What should be part of a child safeguarding policy?
 4. After two minutes, **stop** the discussion and **ask** participants of one of the line to move one step to the right to face another person.
 5. **Ask** the second question: How do you set up a referral pathway to address the needs of children?
 6. After two minutes, **stop** the discussion and **ask** participants of one of the line to move one step to the right to face another person.
 7. **Ask** the third question: What are the training courses to put in place for your staff?
 8. After two minutes, **stop** the discussion and **ask** participants of one of the lines to move one step to the right to face another person.
 9. **Ask** the fourth question: How would you raise awareness about child safeguarding measures in the community?
10. **Debrief** in a plenary session on child safeguarding policy and complete with the following information:
 - Each organisation should have its own policy that states:
 - **Commitments and responsibilities** in protecting children from harm,
 - **Code of conduct**, dos and don'ts
 - **Internal reporting procedures:** how to report and to whom, who is the focal point
 - **Consequences of breaching the policy:** what happen in case of breach of the policy
 - **Responsibility in compliance and measurement:** who is in charge of monitoring and enforcement of the policy

- For the organisations who do not have a child safeguarding policy, there is an example in the guidelines.

11. Debrief in a plenary session on **referral pathway** and complete with the following information:

- A referral pathway is a document that highlights the process by which children are referred to service providers and community-level structures based on types of child protection threats, violations, and vulnerabilities.
- You need a referral pathway to refer children exposed to violence and abuse identified through feedback and monitoring mechanism. If your organisation has a case management system in place, the children will be referred to the caseworkers who have already a referral pathway in place. Otherwise, you should refer the child to another agency providing case management.
- **The first step** to developing a referral pathway is to map the services in each location in order to develop a resource directory/service mapping. The 3-4 W (Who, What, Where, When) usually developed by each cluster will be useful to get started, but you should complete it with government, community and private services.
- **The second step** is to contact each service provider to know their target groups (age, sex, etc.), business hours, the cost, the contact details of a focal point, and if they can absorb any additional case load. You also need to assess the quality of service based on quality standard benchmarks.
- **The third step** is the development of a referral pathway based on the various protection needs that may result from their association with armed forces and armed groups, or any other protection concerns and based on the resource directory/service mapping.
- You will find in the guideline's examples of service mapping and referral pathway.

12. Debrief in a plenary session on **staff training** and complete with the following information:

- All staff should be trained on child safeguarding including
 - Code of conduct with dos and don'ts
 - Internal reporting mechanisms to a designated focal point
 - Specific vulnerabilities of CAAFAG
- Specific vulnerabilities of CAAFAG may include:
 - Children from minority groups which are discriminated against
 - Affiliation to an armed group designated as terrorist or as the enemy
 - Aggressive behaviour
 - Normalization of violence

13. Debrief in plenary on **awareness raising** and complete with the following information:

- Inform the community about your child safeguarding policy and how it works
- Inform them about the feedback and reporting mechanism
- Listen to their concerns
- Identify potential barriers and insights to adjust the system

14. Discuss in plenary the following questions

- Do you have a child safeguarding policy?
- Are staff trained on child safeguarding?
- Do you know who is the child safeguarding focal point in your organisation?
- Do you have a referral pathway in case of disclosure of abuse?

15. Explain

- Resources and examples of child safeguarding policy are available in the guidelines as well as a reference to a website that supports organization in the development of their child safeguarding policy.

MODULE 4.B DATA PROTECTION

Agenda

MODULE 4.B Data protection

5 min	Introduction
15 min	4.B.1 Why do we need to protect data?
40 min	4.B.2 Data protection measures

Materials

- Flipchart paper
- Markers
- Power Point presentation Module 4.B
- A copy of the guidelines for each participant

Introduction

Time: 5 minutes

Arrangement: Whole group

1. **Present** the aim and learning outcomes of Module 4.B Data protection.

- **Aim:** to learn the basics of data protection in implementing projects for CAAFAG.

- **Learning outcomes:**

By the end of this module participants will be able to:

- Describe the procedures to ensure data protection in the implementation of CAAFAG programmes.
- Identify key elements of data protection strategy relevant to the context.

4.B.1 Why do we need to protect data?

Time: 15 minutes

Arrangement: Whole group



1. **Ask:** *Why do we need to protect data?*

2. **Explain**

- Data about CAAFAG is highly sensitive.
- If not well managed, it can expose children to severe risks.
- Armed groups and political actors may actively seek to access confidential information about former CAAFAG.
 - Children's arrest, killing, reprisal.
 - Denial of access to services or exclusion from the community.
 - Risk for your staff.

4.B.2 Data protection measures

Time: 40 minutes

Arrangement: Small groups and Whole group



1. **Ask:** *What are the measures in place in (your country) to protect data?*
2. **Explain** that to contribute to good protection of data, each organisation should:
 1. Conduct a Data Protection Impact Assessment (DPIA) to assess risks and identify risk mitigation measures. This is the first thing to do! It allows practitioners to assess the risks and their capacities to protect data.
 2. Develop clear data protection and information sharing protocols in response to the specific risks and including mitigation measures identified during the assessment. The data protection and sharing protocols should be regularly reviewed based on the security situation.
 3. Train all staff involved in processing CAAFAG data (including information management and MEAL staff) on confidentiality, data protection and information sharing protocols.
 4. Ensure confidentiality and control of access to identifiable information, based on the need-to-know and data minimisation principles. (Minimization principle: all data should be adequate, relevant, and limited to what is necessary in relation to the purposes for which they are processed).
 5. Use a secured information management system to handle case management information. Secured software such as [Primero](#) is recommended to manage case management data safely.
 6. If implementing case management services, use harmonized case management forms, in order to collect a minimum of standardized data and to easily transfer cases from one organisation to another if needed.
 - Data related to CAAFAG status should be gathered by trained caseworkers. When a child is provided with complementary services such as Education, MHPSS, and Livelihoods, documentation should not identify CAAFAG status, unless stringent data protection and information sharing protocols are in place.
3. **Discuss** in a plenary session:
 - Do you have data protection and data sharing protocols in place?
 - Which data management system do you use?
 - Are you using harmonized case management forms for CAAFAG cases?
4. **Ask** participants to write data protection measures they use on post-it notes.
5. **Collect** the post-it notes, **read** them and **complete** with the following information:
Examples of data protection measures:
 - Password protect all documents such as data base, list of children as well as access to folders, flash disk and storage device.
 - Protected cloud to store data.
 - Use a coding system to record CAAFAG in case management forms.
 - Case management forms should be stored in locked filing cabinets.
 - If relevant, use tablets to store and collect data instead of paper forms.
 - In case of emergency, plan for safe evacuation and storage of data and paper forms, as well as their destruction if needed.
6. **Show** the video Module 5: Information Management for Case Management.
<https://www.youtube.com/watch?v=0pWCxwIYXkQ>
7. **Inform** participants that examples of data protection protocol and information sharing protocol and the DPIA are available in the guidelines.

MODULE 4.C MONITORING

Agenda

MODULE 4.C Monitoring

15 min	Introduction
5 min	4.C.1 Data disaggregation
15 min	4.C.2 Ongoing quality programme monitoring
30 min	4.C.3 Child-friendly feedback mechanism

Materials

- Flipchart paper
- Markers
- Power Point presentation Module 4.C
- A copy of the guidelines for each participant

Introduction

Time: 15 minutes

Arrangement: Whole group

1. **Present** the aim and learning outcomes of Module 4.C Monitoring.
 - **Aim:** to learn how to monitor CAAFAG programme implementation.
 - **Learning outcomes:**
 - to learn how to monitor CAAFAG programme implementation. Describe key elements to promote quality CAAFAG programme monitoring.
 - Identify means of verification for each indicator developed.
2. **Ask** a participant to read the following definition:
“Monitoring is a continuing function that uses systematic collection of data on indicators to document the extent of progress, achievement of objectives and progress.”
3. **Ask:** *Why do we need to monitor programme implementation?*
4. **Explain**
 - Know whether the intervention reaches the intended outputs and outcomes for boys and girls.
 - Identify unintended consequences of the interventions on children.
 - Collect feedback on the delivery modalities of the interventions.
 - Verify the intervention is reaching the group of children initially targeted or if certain groups are under or overrepresented.

4.C.1 Data disaggregation

Time: 5 minutes

Arrangement: Whole group



1. Explain

- All data should be disaggregated by sex and age as follow
 - Girls 0-5
 - Boys 0-5
 - Girls 6-11
 - Boys 6-11
 - Girls 12-17
 - Boys 12-17
 - Women (above 18)
 - Men (above 18)

4.C.2 Ongoing quality programme monitoring

Time: 15 minutes

Arrangement: Whole group



1. Explain

- You should measure the indicators throughout the implementation of the project, instead of just at the end of the project, in order to change programme implementation to reach the objectives and outcomes of your project.
- Regular monitoring is important for CAAFAG and for a long period of time to encourage them throughout the reintegration process, and to mitigate the risks of re-recruitment.

2. Ask: *Who can monitor the quality of ongoing programme activities?*

3. Explain

- MEAL team
- Supervisor
- Programme staff

4. Ask: *How can you monitor the quality of ongoing programme activities?*

5. Explain

- Attendance of sessions and feedback to facilitators.
- Post intervention monitoring.
- Measuring indicators at base line, midline and end line.
- Feedback mechanism.

6. Give examples of activities and ask participants about ways to monitor them.

- Youth life skills sessions – **Observations** of the sessions and feedback provided to the facilitators by their supervisors.
- Support to small business start-up - **Regular visits** to children to monitor how they are managing their income generating activity and how they are keeping book records.
- Registration of children in school – **Monitoring of school attendance** sheet and grades, discussion with the teacher and the school principal to check social integration of children.
- Case management - **Regular visits** to their family or in their alternative care arrangements.

4.C.3 Child-friendly feedback mechanism

Time: 30 minutes

Arrangement: Whole group



1. Ask a participant to read the following definition.

“ A feedback mechanism allows you to capture and report the viewpoint of children, young people, community members about the organisation’s work in order to improve it, including reporting complaints.”

2. Explain

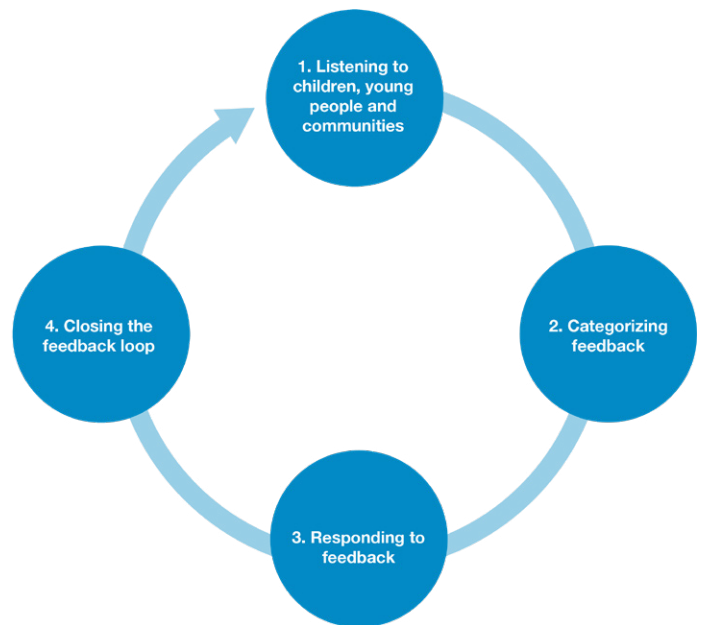
This can be positive as well as negative feedback. Feedback can also include suggestions for change or improvement.

- The information collected will help you to adjust your programmes activities to the needs of children. For instance, accommodating various time and length of activities to allow boys and girls to attend, improving the space to ensure that all children feel safe to attend the activities, adapting the content to local culture and norms, etc.
- Feedback mechanism gives an opportunity to children to share their perspective on the services they receive and how to improve them in order to respond to their needs. It also gives the opportunity to report complaints and concerns, including sexual exploitation and abuse that may be perpetrated by staff or by other children or community members.



Activity – Vote with your feet

3. **Explain** that you will read some statements related to child friendly-feedback mechanism. Participants will have to say if the statements are true by standing up or false by sitting down.
4. **Read** the following statements and provide additional explanations as needed.
 - Feedback can be positive as well as negative – **True**.
 - Feedback can include suggestions for change or improvement – **True**
 - Feedback mechanism’s objective is to identify vulnerable children – **False**. In some situations, it may lead to identify children in need of support, such as in the case of sexual exploitation, but it is not the objective of the feedback mechanism.
 - Feedback mechanism gives an opportunity to children to share their perspective on the services they receive and how to improve them in order to respond to their needs – **True**.
 - It gives the opportunity to report complaints and concerns, including sexual exploitation and abuse that may be perpetrated by staff or by other children or community members – **True**.
 - The purpose of child-friendly feedback is to praise children – **False**. You may praise children to encourage them to give you feedback, but this is not the purpose of child friendly mechanism.
 - The information collected will help you and your staff to adjust your programme’s activities to the needs of children – **True**. Ask participants to give examples and complete if needed. For instance, accommodating various times and lengths of activities to allow boys and girls to attend, improving the space to ensure that all children feel safe to attend the activities, adapting the content to local culture and norms, etc.
5. **Explain** the Steps to set up a child-friendly feedback mechanism
 - Design child-friendly feedback mechanism involving children.
 - Train your team on the mechanism and child safeguarding policy.
 - Implement the feedback loop.
 - Learn from feedback.
6. **Explain** the feedback loop
 1. *Listening to children, young people, and communities* to collect their feedback.
 2. *Categorizing the feedback* as an expression of gratitude, suggestion for improvement, request for information, request for assistance, dissatisfaction with service provided, urgent issues. Urgent issues include a breach of child safeguarding policy, a breach of code of conduct, including sexual exploitation and abuse and a security issue.
 3. *Responding to feedback and complaints*. Feedback categorized as urgent issues should be immediately shared with the child safeguarding focal point and management. The other categories are shared with the relevant team to review and address all feedback and concerns.
 4. *Closing the feedback loop* includes informing children, young people and communities of what the organisation did and ask them if they are satisfied with the actions taken.
7. **Ask:** *What are child friendly reporting channels?*



8. Explain Child friendly reporting channels.

- **Face-to-face meetings:** children may provide feedback during group discussions, group or wider community meetings.
- **Peers:** older children often prefer to collect feedback among themselves and report collectively or via a group representative.
- **NGO feedback/safeguarding focal point:** Particularly safeguarding and other sensitive concerns are most commonly reported to a trusted NGO staff member who acts as a safeguarding focal point. The focal point should be designated by the children themselves and not by the NGO.
- **In writing:** Individually or in groups, children and young people write their feedback or suggestions in the form of a written note, letter or proposal. Suggestion boxes are generally only effective in contexts with high literacy levels where providing direct written feedback is a common practice.
- **Phone hotline, SMS, Email and internet:** Phone hotlines, SMS, email and online platforms are increasingly used by older adolescents and young people with mobile connectivity to receive information, report incidents, and provide feedback or file complaints.
- Consider children with special needs and those who speak a different language.

9. Show the video on feedback mechanism if you have time.

https://www.youtube.com/watch?v=t_FEDPshCXw

MODULE 4.D Human resources

Agenda

MODULE 4.D Human resources

5 min	Introduction
15 min	4.D.1 Recruitment
45 min	4.D.2 Supervision
30 min	4.D.3 Learning and Development
30 min	4.D.4 Staff care and safety

Materials

- Flipchart paper
- Markers
- Post-it notes
- 3 sheets of paper per participant
- Power Point presentation Module 4.D
- A copy of the guidelines for each participant

Introduction

Time: 5 minutes **Arrangement: Whole group**

1. **Present** the aim and learning outcomes of Module 4.D Human resources.
 - **Aim:** to learn how to develop a human resource management strategy for effective programme implementation.
 - **Learning outcomes:**
By the end of the session participants will be able to:
 - Describe key elements of quality human resources management.
 - Identify strategies to recruit qualified staff, build their capacity and promote staff safety and care.

4.D.1 Recruitment

Time: 15 minutes **Arrangement: Whole group**



1. **Ask** *What are the key considerations when recruiting staff?*
2. **Explain**
 - Staff should speak the language of the CAAFAG.
 - Managers and officers should speak the agency's working language.
 - Aim for equal numbers of men and women.
 - Be more flexible on recruitment criteria to ensure gender balance.
 - Consider religious and identity-based sensitivities.
3. **Explain the key factors to consider in making the final decision.**
 - Prior experience in working with children.
 - Knowledge of child protection, particularly of CAAFAG specific challenges.
 - Familiar with child-friendly communication and child-centred facilitation.
 - Understand the concept of child participation and child safeguarding.
 - Prioritize local recruitment, taking into consideration community dynamics.
 - Explore opportunities to recruit youth, including former CAAFAG.
4. **Ask** participants if they use any of these approaches in their organisation.

4.D.2 Supervision

Time: 45 minutes

Arrangement: Whole group

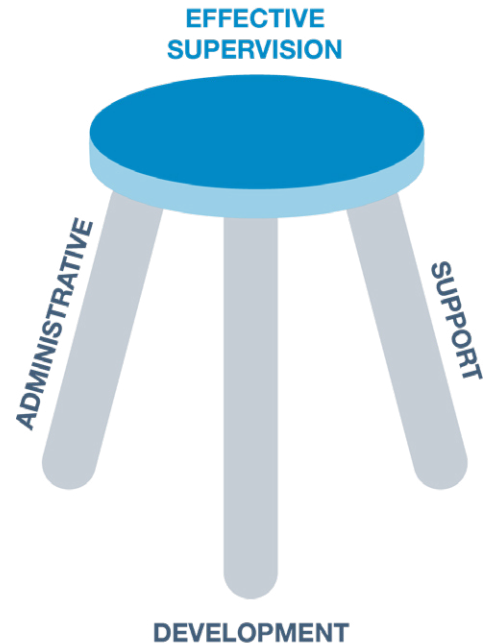


Time: 15 minutes

Arrangement: Whole group

1. Explain the three functions of supervision.

- **The administrative and accountability function** aims to support competent and accountable practice. It focuses on recruitment and orientation, performance management process, planning, assigning and overseeing the quality of work, coordinating with other actors and reinforcing safety and ethical standards, particularly for personnel in working with children.
- **The educational and professional development function** aims to ensure that personnel are continually updating their knowledge and skills. It relates to assessing and strengthening competencies and core values, developing personal learning plans, promoting reflective practice, critical thinking and decision making. It also includes the reinforcement of guiding principles.
- **The supportive function** aims to promote emotional and psychological wellbeing of staff. It includes the creation of a safe space for reflection on their practice, the promotion of self-care, normalizing feelings, setting professional boundaries and the recognition of their work.



2. Explain Core values

- Core Values are essential values that guide the work of child protection staff.
- They include **Empathy, Integrity, Diversity and inclusion** and **Accountability** with a set of indicators.
- Supervisors in their education and professional development function should assess and promote these core values
- Each staff member working in child protection, including implementing programmes for CAAFAG, should employ and role model Core Values.



Activity Carousel

Time: 30 minutes

Arrangement: Individual work and Whole group

1. **Place** 4 flipchart on the walls around the room with the following titles:
 - Empathy
 - Integrity
 - Diversity and inclusion
 - Accountability
2. **Ask** participants to move around to write professional behaviours related to each core value. In times of disease outbreak, ask participants to write on post-it notes to avoid too many people around the same flipchart.
3. **Debrief** in plenary and ask participants to take turn to read the indicators listed in the table page 136.

4.D.3 Learning and development

Time: 30 minutes

Arrangement: Whole group



Time: 15 minutes

Arrangement: Whole group

1. Explain

- Learning and development refers to how skills, competences and abilities are created and developed.
- Learning and development is critical to retain qualified staff and ensure maximum motivation and performance.
- Learning and development is an ongoing process, supported by supervisors.

2. Ask: *What are the various ways staff can learn and develop?*

3. Explain:

- Reading documents, for instance the technical note on Girls Associated with Armed Forces and Armed Groups.
- Videos such as on Standard 11 of the CPMS
- Online webinars
- Conferences
- Training in-person and online
- On the job learning, coaching by a supervisor and colleagues



Activity – Vote with your feet

Time: 15 minutes

Arrangement: Whole group

1. Place 5 sheets of paper on the walls around the room with the following teams on each:

- For all
- Project manager
- Case management team
- MHPSS team
- Community engagement team

2. Read the following training opportunities and ask participants to move to the side of the room that represent the relevant team to be trained.

- Save the Children 2017 – A practice handbook for family tracing and reunification in emergency - **Case management - Alternative care**
- Child safeguarding – **For all**
- Project management – international certification – **Project manager**
- CPMS Standard 11 video – **For all**
- Save the Children – 2011 Children without Appropriate Care: Training manual for Asia and the Pacific - **Case management - Alternative care**
- Save the Children - Psychological first aid training for children – **For all**
- CRS – 2018 Introduction to trauma awareness and resilience – **MHPSS – Case management**
- ACT Alliance – 2018 Community-based Psychosocial Support Training Manual - **MHPSS – Community engagement**
- Alliance for Child Protection in Humanitarian Action – 2020 Strengthening community-level Child protection in Humanitarian Action: Capacity-building package facilitator guide – **Community engagement**
- CPIE E-Learning Module CAAFAG – **For all**

3. Explain

- These training resources may apply for multiple positions based on the needs and scope of their work.
- All the training package links can be found in the guidelines

4.D.4 Staff care and safety

Time: 30 minutes

Arrangement: Whole group



1. Explain

- Stress has various sources.
- It can affect motivation, their patience with children, ability to focus, to resolve conflict.
- It can have a negative impact on the quality of programme.

2. Ask: What are the 3 forms of stress?

3. Explain

- Positive stress, which you may encounter when taking an exam, for example.
- Tolerable stress, which you may face when experiencing hardship, but you have the strengths and support to recover.
- Toxic stress is when there is prolonged exposure to stress and when stress does not go down. Stress can then be cumulative and lead to burn-out. Burn-out is an exhaustion of normal stress management mechanisms.



Positive



Tolerable



Toxic

4. Ask: What are the strategies that you use in your organisation?

5. Explain

- **Ensure employees take their leave**
- **Recognize the signs of stress** – Suffering from stress in highly stressful circumstances is not unprofessional. Stress management starts with being aware that stress may cause health, sleep, concentration problems for example and being able to recognize how these are manifested.
- **Identify the source of stress** – Once factors causing stress are identified, differentiate those that are inevitable from those which can be addressed by individual or group action.
- Implement stress management strategies such as:
 - **Organize regular 1:1** meeting with the supervisor to discuss how the staff member feels in the team and this/her work. This is giving a safe space to each employee to express their feelings and to identify strategies to mitigate stress.
 - **Weekly staff meetings** with teams to give them opportunities to express concerns. Active listening is key, even if you do not have an answer for every problem raised; listening actively to staff concerns helps.
 - **Praise your team** when they reach a target or solve a difficult problem.
 - **Encourage personal reflection** on signs of stress and promote self-care strategies such as relaxation techniques during debriefing sessions.
 - **Promote “buddy support”** which involves pairing-up staff members or setting up peer support groups to support each other, debrief after long and difficult days, and encourage each other.
 - **Organize social events** with your team to encourage bonding, fun and relaxing time together.
 - **Offer external and neutral access** to psychological support through individual sessions with professionals.

6. Add: You can also use the case management training manual module F on self-care and give your team strategies for self-care.

7. Explain

- Implementing projects for CAAFAG, particularly in active conflict zones, may expose your staff and volunteers to security threats. Threats may come from community members who do not support programming from CAAFAG, from government authorities or from armed forces and armed groups.
- The risk assessment analysis conducted during the context analysis will help your organisation and team to identify potential risks, determine the risk level and identify mitigation measures.

8. Ask: *What are the strategies in place in your organization for staff safety?*

9. Explain

- In case of a security incident:
 - Debrief immediately after the incident with your team about what happened.
 - Enquire how they feel, acknowledge their feelings, and offer group and individual psychological support.
 - Identify strategies with your team and security focal points on how to mitigate the risks of similar incidents in the future.
 - Rethink the project implementation strategy with security focal points in case of significant increase of insecurity in the project locations.

MODULE 4.E Coordination

Agenda

MODULE 4.E Coordination		Materials
10 min	Introduction	<ul style="list-style-type: none">• Flipchart paper• Markers• Power Point presentation Module 4.E• A copy of the guidelines for each participant
10 min	4.E.1 Coordination among Child Protection actors	
10 min	4.E.2 Coordination with UN and government	
10 min	4.E.3 Coordination with other sectors	
20 min	End of module 4 Quiz	

Introduction

Time: 10 minutes **Arrangement: Whole group**

- 1. Present** the aim and learning outcomes
 - **Aim:** to learn the basics of coordination when implementing a project for CAAFAG.
 - **Learning outcomes:**
By the end of the module participants will be able to:
 - Recall key elements of coordination.
 - Identify actors to coordinate with based on programme design.
- 2. Ask:** *Who are the actors to coordinate with in CAAFAG programme implementation?*
- 3. Explain**
 - Among Child Protection actors
 - UN agencies
 - Government
 - Other sectors

4.E.1 Coordination among Child Protection actors

Time: 10 minutes **Arrangement: Whole group**



- 1. Ask:** *What are the objectives of coordination among CP actors?*
- 2. Explain**
 - Coordinated inter-agency data collection and data analysis.
 - Harmonised care through the development of inter-agency SOP for case management, including CAAFAG.
 - Promote referral and appropriate care of CAAFAG.
 - Coordination of programme delivery to prevent duplication and promote complementarity of service.
 - To trace families and reunify children (ICRC).

3. Ask: *Who oversees the coordination among CP actors?*

- CP AoR/Cluster
- CP actors
- Coordination can also be facilitated with the set-up of a CAAFAG task force.

4.E.2 Coordination with UN and government

Time: 10 minutes

Arrangement: Whole group



1. Ask: *Who are the actors and what are the objectives of coordination with UN and government?*

2. Explain the objectives

- Coordinated release and handover protocols
- Coordinated reintegration strategies
- Government ownership of CAAFAG programming

3. Explain the actors

- Coordination with the Ministry of Interior (through armed forces), the Ministry of Justice (if children are considered as perpetrators of criminal acts), the Ministry of Social Affairs and Education, for instance, may be required in the identification, release, and reintegration of children.
- Their engagement ensures national ownership that may be lacking when the government is excluded from CAAFAG programming.
- The UN through Peacekeeping missions, UN agencies such as UNICEF and UNHCR, is frequently involved in CAAFAG interventions. Coordination among these actors and with Child Protection actors from civil society is essential to know the roles and responsibilities of each actor and be able to leverage resources available to support CAAFAG.
- For example, coordination of actors is necessary to contribute to the documentation of the 6 grave violations (Monitoring and Reporting Mechanism), particularly for the recruitment and use of children by armed forces and armed groups.

4.E.3 Coordination with other sectors

Time: 10 minutes

Arrangement: Whole group



1. Ask: *What are the actors and objectives of coordination with the other sectors?*

2. Explain the objectives

- Coordinate prevention interventions
- Coordinate reintegration strategies and referral
- Build CP actors' expertise in another sector such as livelihood, PSS, etc
- Strengthen other sector's knowledge and skills in CP

3. Explain the other sectors

- | | | |
|-----------------------|-----------------------|-----------------|
| • Health | • Livelihood and cash | • Food security |
| • MHPSS | • Justice | • Shelter |
| • EducationProtection | • Peacebuilding | |
| | • WASH | |

4. **Ask:** *Who is in charge of the coordination with other sectors?*

- CP AoR
- CP actors



End of module 4 quiz

Time: 20 minutes

Arrangement: Individual work

1. **Facilitate** an end of module Quiz using Mentimetre or any other tool. Module 4 - Quiz 

MODULE 5 – LEARNING AND EVALUATION

MODULE 5.A-B LEARNING AND EVALUATION

Agenda

MODULE 5.A-B Learning and evaluation

5 min	Introduction
20 min	5.A Learning
50 min	5.B Evaluation
30 min	Post-test

Materials

- Flipchart paper
- Markers
- Computers to take note
- Mentimeter account
- Power Point presentation Module 5.A.B
- A copy of the guidelines for each participant

Introduction

Time: 5 minutes

Arrangement: Whole group

1. Introduce Module 5 as the 5th step of the project cycle. It focuses on learning and evaluation that will feed into the next project cycle.
2. **Present** the aim and learning outcomes of Module 5 A and B.
 - **Aim:** to learn how to document learning and plan for evaluation
 - **Learning outcomes:**
By the end of the module participants will be able to:
 - Recognise key elements of learning and evaluation.

5.A Learning

Time: 20 minutes

Arrangement: Whole group



1. Explain

- Documenting challenges and lessons learnt is critical to keep institutional memory and improving knowledge on CAAFAG programmes.
- Lessons learnt are not only successes but also challenges and attempts to address them, even if not always successful.
- It includes monitoring and documentation of positive or negative unintended consequences.
- It encourages a more adaptive approach and peer learning.

2. Ask: *Have you already documented learning?*

3. Explain

- Lessons learnt can be shared during coordination meetings to strengthen Child Protection actors' knowledge.

- They can be shared through the CAAFAG Task Force.
- Lessons learnt can be shared through:
 - Case studies
 - Webinars
 - Short videos
 - Show the YouTube video as an example of learning documented. <https://youtu.be/7Fbb618L-ec>

5.B Evaluation

Time: 50 minutes **Arrangement: In pairs and whole group**



Time: 10 minutes **Arrangement: Whole group**

- 1. Ask:** *Have you already done an evaluation of your CAAFAG programmes?*
If so, ask participants to share their experience.
- 2. Explain:**
 - There are various forms of evaluation, but we will consider project evaluation.
 - Here are the steps to conduct an evaluation. We will look more specifically at the research questions, the evaluation design, the indicators, methodological approach and linking programme outcomes.
 1. Develop research questions based on evaluation criteria
 2. Identify the evaluation design
 3. Identify indicators
 4. Establish a sample size and criteria
 5. Adhere to ethical standards
 6. Choose an appropriate methodological approach
 7. Conduct a baseline
 8. Collect data over time
 9. Establish a counterfactual
 10. Analyse and interpret the data
 11. Link programme outcomes to effects on girls and boys

Activity in pairs

Time: 20 minutes **Arrangement: In pairs and whole group**

- 1. Explain**
In pairs, identify a research question based on one of the following criteria.
- 2. Allocate** a research criterion to each pair.
 - **Relevance:** extent to which programme activities are tailored to the needs of CAAFAG and their community.
 - **Effectiveness:** extent to which an activity achieves its purpose.
 - **Efficiency:** qualitative and quantitative outputs of activities.
 - **Impact:** wider effects of the project related to social, economic, individual etc effects.
 - **Sustainability:** extent to which the net benefits of the intervention will continue or are likely to continue.
 - **Coherence:** consistency of humanitarian policies and human rights considerations.

3. Debrief in plenary and give the following examples if needed:

- **Relevance** e.g. *To what extent did the MHPSS programmes meet the needs of CAAFAG?*
- **Effectiveness** e.g. *To what extent did the youth-led peacebuilding initiatives contribute to preventing the recruitment and use of girls and boys?*
- **Efficiency** e.g. *How cost efficient was the livelihood intervention in promoting financial self-sufficiency?*
- **Impact** e.g. *What has been the impact of community-led initiatives on CAAFAG social acceptance?*
- **Sustainability** e.g. *Do the net benefits of economic recovery interventions remain one year after the end of the programme?*
- **Coherence** e.g. *How aligned are the agency policies on protection of children's rights with Child Protection in Humanitarian Action Minimum Standards?*

Time: 20 minutes

Arrangement: In pairs and whole group

1. Explain evaluation design

- There are three main types of evaluation. Non-experimental, experimental and quasi experimental.
- **Experimental design:** it includes randomized assisted and control groups. In this situation, you will identify a treatment group which will receive services and a control group, which does not receive services. You will then compare the 2 to measure the impact of your intervention. This design is not always best suited for evaluation in social science fields as many inputs influence the success of an intervention, including cultural appropriateness, how well the intervention fits with community conditions, and the availability of adequate resources, including human resources -
- **Non-experimental design:** it does not include comparison nor control groups. It is the most common type of design in child protection in humanitarian action. It is the most flexible design and at relatively low cost.
- **Quasi-experimental design:** it includes comparisons of the assisted group over time, or between the assisted and a comparison group selected after the start of the assistance.

2. Explain indicators

- Output and outcome indicators will allow the measurement of quantifiable change.
- Involve children and the community in:
 - The identification of indicators
 - The development of indicators criteria

3. Explain methodological approach.

- The choice of method will depend on the questions being asked. Triangulate the data if different sources or methods have been used.
- Involve children through tools such as:
 - Focus group discussions allow boys and girls to explore diverse experiences according to various factors such as their gender, age, ethnicity, etc.
 - H assessment is a monitoring and evaluation tool to explore the strengths and weaknesses of an intervention and to suggest actions to improve.
 - Timeline is a participatory tool to explore and share significant processes, successes and challenges achieved over time through a programme.
 - Flower map of people who support children is a visual tool to explore which people provide support to children and young people.

4. Ask: *Have you used any of these tools?*

5. Explain that there are links to these tools in the guidelines.

6. Explain links between programme outcomes and effects on children.

- An evaluation must link the outcomes of a program and the process that was undertaken to any improvements to children's well-being.
- It is important that this process determines positive outcomes as well as any unintended consequences.
- Program interventions will have varying outcomes according to the different needs of its beneficiary population. Since different groups of children may experience interventions differently, and since well-being is influenced by a wide variety of internal and external factors, the evaluation should heed caution when determining the cause of improvements to children's well-being before attributing them solely to program interventions.

This is the last session. Congratulation!
You completed the training on programme development for CAAFAG.



Post test

Time: 30 minutes

Arrangement: Individual

1. **Distribute** the post-test to all the participants.

It is recommended to use an online software program to facilitate the analysis of the results such as Survey Monkey or Google form. 