Introduction

OVERVIEW

This introductory module provides an overview to the training for child protection staff in UN field missions. This module also ensures that expectations of learners are aligned with training objectives.

LEARNER HANDOUTS

• Copy of the Manual

SESSION TIME

• 30 min

SLIDE 1: INTRODUCTION





TRAINER NOTES

Welcome learners to the training for child protection staff in UN field missions.

- Introduce yourself and other members of the training team and provide participants with an opportunity to introduce themselves.
- Share ground rules (e.g. limited use of cell phones, no private discussions) and any other logistical information.
- This is a good time to use an icebreaker, such as an activity or game to make participants feel more comfortable and warm up the conversation. You can find some ideas here: <u>https://www.thoughtco.com/classroom-ice-breaker-31410</u>

SLIDE 2: EXPECTATIONS



Before starting the training, let me ask you: What are your expectations for this training? What do you hope to gain from participating in this workshop? Some of you may have come here because you wanted to become a better child protection professional. For others, this may be a good opportunity to see your colleagues



and friends again or to take a break from your busy work routine. Please feel free to share your own professional or personal objectives for attending this training.

Asking learners about their professional and/or personal expectations for the training helps you understand learners' professional and/or personal motivations and interests and address possible misconceptions. You can ask learners to write their responses on 1-2 post-it notes and stick them on a flipchart. Share and discuss with learners some of their responses before moving on to the next slide about training objectives.

SLIDE 3: TRAINING OBJECTIVES



This training aims to support you in your day-to-day work by strengthening your knowledge and practical skills to successfully fulfill your unique role in the mission. The mission relies on you to monitor and report violations, to provide advice and training, and to be a voice advocating - internally and externally - on behalf of children. Your performance in this role will directly impact the lives of children, families and communities in your mission area.

- The training focuses on three closely related learning objectives, designed to support you in building your knowledge and skills to:
 - Fulfill your unique role within the mission and explain this role to others
 - Better leverage resources within the mission and externally to support your child protection work
 - Be more strategic in planning and assessing your actions.

This training accompanies the Manual for Child Protection Staff in United Nations Peace Operation. Both learning tools are intended to support you in implementing the 2017 Child Protection Policy in your mission.

	Training Agenda				
	Day 1	Day 2	Day 3		
8:30	Introduction and	Introduction: Day 2	Introduction: Day 3		
9:00	Overview of Training	Session 3: Advocacy	Session 5: Mainstreaming (continued)		
10:15	Break				
10:30	Session 1: Role of CP Staff	Session 3: Advocacy (continued)	Session 6: Coordination with External Actors		
12:00	Lunch				
13:00 14:00	Session 2a: Monitoring	Session 4: Engagement with Parties to Conflict	Session 7: Planning, Monitoring and Evaluation		
15:00	Break				
15:15	Session 2b: Reporting	Session 5: Mainstreaming	Way forward		
16:30	Wrap-up: Day 1	Wrap-up: Day 2	Wrap-up: Training		

Remember to adapt this training agenda and slide to your audience and mission needs before the training.

Over the course of the next three days, we will cover the following seven

modules:

- 1. Role of Child Protection Staff in UN Field Missions
- 2. Monitoring and Reporting
- 3. Advocacy
- 4. Engaging with Parties to Conflict
- 5. Mainstreaming Child Protection
- 6. Coordinating with External Actors
- 7. Planning, Monitoring and Evaluation
- Module 1 provides you with an overview of your roles and responsibilities as a child protection staff member in a UN field mission. Modules 2-6 examine each of these roles in more depth. The final module covers Planning, Monitoring and Evaluation.

Module 1:

ROLE OF CHILD PROTECTION STAFF IN UN FIELD MISSIONS

OVERVIEW

Module 1 focuses on the importance of having child protection staff in UN field missions and introduces learners to the core functions of child protection staff members, which is further explored in subsequent modules.

LEARNING OBJECTIVES

By the end of this module, learners will be able to:

- Describe the value added of having child protection staff in UN field missions
- Explain roles and responsibilities of child protection staff in UN field missions
- Adapt these roles and responsibilities to the specific mission context.

ACTIVITIES

- Film viewing and group discussion: Key benefits of including child protection staff in UN field missions (30 min)
- Group discussion: Roles and responsibilities of child protection staff in their specific mission context (optional) (20 min)
- Small group exercise: UN Security Council resolutions on children and armed conflict (optional) (20 min)

LEARNER HANDOUTS

- Handout: Decision-making tree for child protection support requests
- Handout: Overview of UN Security Council resolutions on children and armed conflict



SESSION TIME

• 1.5 hours



SLIDE 1: ROLE OF CHILD PROTECTION ADVISERS IN UN FIELD MISSIONS

TRAINER NOTES

- This module focuses on the roles and responsibilities of child protection staff in UN field missions. Understanding your roles and responsibilities allows you to stay focused and also makes it easier for you to coordinate with others. Some questions we will explore are: Why are child protection staff deployed in UN field missions? What are your core functions as child protection staff? What are the differences between your specific roles and responsibilities and those of staff working in other missions?
- This module is intended to provide you with an overview of your roles and responsibilities. We will go into more detail on each of the core functions discussed here in subsequent modules.

SLIDE 2: LEARNING OBJECTIVES



TRAINER NOTES

At the end of this module, you will be able to:

- Describe why it is valuable for UN missions to have dedicated child protection staff.
- Explain to others the core functions of child protection staff and why focusing on these core functions is essential.
- To adapt your role based on your specific mission context.

SLIDE 3: FILM – CHILD PROTECTION IN UN FIELD MISSIONS



TRAINER NOTES

Y ACTIVITY: FILM VIEWING AND GROUP DISCUSSION: KEY BENEFITS OF INCLUDING CHILD PROTECTION STAFF IN UN FIELD MISSIONS

AIM:

The film and group discussion are intended to remind learners *why* their role in protecting children in armed conflict is essential. The film emphasizes child protection as a "shared responsibility" involving mission staff and other actors. At the same time, it also highlights why it is important to have dedicated child protection specialists within the mission. Here is a link to the film: <u>https://www.youtube.com/watch?v=gNFnRIPzSM</u>

TIME:

30 minutes, including 12-minute film

ACTIVITY GUIDELINES (part 1):

1) Introduce the film:

You are about to watch a 12-minute film developed by the then DPKO (now DPO) entitled "A Child's Fate – Child Protection and Peacekeeping". The film describes the violations children are exposed to in armed conflict and explains why peacekeepers have to take action. It shows how every mission component has a



role to play in child protection.

2) Give participants an "assignment" for the film:

- As you are watching the movie, think about the following questions and take notes for our discussion afterwards:
 - Why are there dedicated child protection staff in UN field missions?
 - What are some of the key benefits of including child protection staff?
 - What do you think would happen if there were no child protection staff in missions?

3) Show the film (12 min)

SLIDE 4: GROUP DISCUSSION: KEY BENEFITS OF INCLUDING CHILD PROTECTION STAFF IN UN FIELD MISSIONS



TRAINER NOTES

ACTIVITY GUIDELINES (part 2):

4) Before moving to the group discussion, ask learners for their initial reactions to the film: What surprised or intrigued you about this film? What were the high points for you?

5) Then ask learners to share their responses to the questions you originally posed to them. You can keep track of their responses on the flipchart. Make sure to encourage them to share some personal examples where they felt their work really made a difference. Note that the following slide lists some possible responses to these questions.

SLIDE 5: KEY BENEFITS OF INCLUDING CHILD PROTECTION STAFF IN UN FIELD MISSIONS



As child protection staff, you should be able to advocate for and clarify your role in the mission. Consider the following points for explaining how child protection staff benefits UN field missions.

Having in-house child protection expertise allows missions to:

- Produce <u>tangible outcomes</u> for children, families and communities (e.g. release of children from armed forces and groups; implementation of action plans)
- Utilize additional <u>entry points</u> to engage with governments and armed forces and groups on broader concerns such as human rights issues and other concerns. These actors are often more willing to engage on child protection issues because of children's specific vulnerability in armed conflict.
- o Trigger political actions by the UN Security Council through its unique Security

Council Working Group on Children and Armed Conflict, including imposing sanctions against persistent perpetrators

SLIDE 6: THE SECURITY COUNCIL MANDATE

The Security	/ Council Man	date
United Nations	S /RES/2225 (2015)	
Security Council	Distr.: General 18 June 2015	
crucial role of child prote protection and leading m efforts in missions, and in continue the inclusion of sp	e protection of children, particularl ection advisers in mainstreamin ionitoring, prevention and repor in this regard reiterates its decision pecific provisions for the protection f all relevant United Nations peace ssions	g child r ting n to n of
Training for Child Protection Staff in UN Field Missions		6

TRAINER NOTES

Let's take a closer look at the child protection mandate for UN field missions, which is the foundation for your work as child protection staff.

In the past few decades, the international community has increasingly recognized the devastating impact of conflicts on children and acknowledged the protection of children as an ethical obligation and a matter of international peace and security. The UN Security Council has adopted a series of resolutions focused on children in armed conflict starting with UNSCR 1261 in 1999. As you see from the excerpt from UNSCR 2225 (2015), the mandate for child protection staff in UN field missions comes directly from the UN Security Council.

SLIDE 7: FOUNDATIONS OF THE CHILD PROTECTION MANDATE



TRAINER NOTES

The foundational documents that define the mission's child protection mandate are the UN Security Council resolutions on children and armed conflict and the mandate of your respective UN field missions, as well as the 2017 Child *Protection Policy*. All of these are key resources that help you understand your role and communicate it to others. It is essential that you read and fully understand these documents.

Y ACTIVITY: SMALL GROUP EXERCISE: UN SECURITY COUNCIL RESOLUTIONS ON CHILDREN AND ARMED CONFLICT (OPTIONAL)

AIM:

The goal of this small group exercise is to convey to learners the importance of knowing UN Security Council resolutions on children and armed conflict and using them for their advocacy and other work as child protection staff.

TIME:

10 minutes

ACTIVITY GUIDELINES:

- 1) Put learners into small groups of 4-5 people and distribute the handout.
 - Belandout: Overview of UN Security Council Resolutions on Children and Armed Conflict
- 2) Give learners 10 minutes to discuss at least one point of significance of each of these resolutions for the evolution of the child protection mandate in UN field missions and the work of child protection staff (e.g. advocacy, monitoring and reporting, engagement with parties to conflict).
- 3) In the debrief, emphasize to learners the importance of using these resolutions as tools for their advocacy work with host governments, parties to conflict, partners and others.

Before moving to the next slide, ask a few learners what they believe to be the core functions of child protection staff in missions: What are their main roles and responsibilities? You can reflect on some of their responses in your presentation of the next slide.

SLIDE 8: CHILD PROTECTION STAFF CORE FUNCTIONS



TRAINER NOTES



Child protection staff have five primary functions:

- 1) **Mainstreaming** child protection throughout the mission, including advising senior leadership, training mission staff and bringing about organizational reforms (e.g. developing/implementing mission policies or standards);
- 2) **Monitoring and reporting** on grave violations that armed forces and groups perpetrate against children in the context of armed conflict;
- 3) **Advocacy** to ensure the host government, the UN and others account for children's concerns throughout the peace process;
- Engaging with parties to conflict to end violations against children, including the development and implementation of Action Plans to end grave violations;
- 5) **Coordination** on behalf of the mission with external actors to ensure strong child protection interventions.

Depending on the situation, child protection staff also engage in other related activities, such as capacity-building of national counterparts (e.g. police, justice officials, civil society actors), legal reform, and awareness-raising efforts.

SLIDE 9: EVERY MISSION A DIFFERENT EXPERIENCE



TRAINER NOTES

Some of you may have been or will be working in other missions and know that your work may look quite different depending on your specific mission context. As child protection staff, you need to be able to know how to adapt the child protection mandate to your specific mission context.

Invite three learners to read these three quotes on the slide aloud before you tell them more about the background to these child protections staff members.

The demands on each of these three child protection specialists are vastly different:

- Svjetlana Jovic (also depicted on the photo) talks about her experience as a child protection adviser in Lebanon. The mission (UNIFIL) had no mandate for active child protection such as the monitoring of child rights violations. Her work was therefore focused on building knowledge and understanding of the role of peacekeepers in protecting girls and boys given the post-conflict environment and its effect on these children.
- Dee Brillenburg was a child protection adviser working in Afghanistan, arguably one of the most difficult missions for child protection due to the

security situation. However, she found ways of directly engaging with formerly associated children in detention facilities.

 James Gatgong was a child protection officer in the Sudan, where the mission had one of the biggest Child Protection Units at the time with 25 staff members. This Unit was actively involved in the release and reintegration of children associated with armed forces and groups.

Just like these colleagues, it is important for you as child protection staff to reflect on your mission context in order to determine how best to use your technical expertise and resources to carry out the child protection mandate effectively.

Before moving to the next slide, ask learners to name some of the reasons why the work of child protection staff may look different in various mission contexts. What are some of the factors influencing how you define your role? If you or other learners have worked on child protection (or related areas) in other missions, this would be a good opportunity to share experiences of what types of child protection work you were able/not able to do and why.

SLIDE 10: KEY INFLUENCING FACTORS



Here are some of the key factors that may influence how you define your role as child protection staff:

- <u>Conflict context</u> e.g. influences to what extent child protection staff are able to leverage ceasefire or peace processes or engage with parties to conflict;
- <u>Operational settings</u>, e.g. influences to what extent child protection staff have access to areas where violations are being perpetrated against children;
- <u>Mission priorities and set-up</u>, e.g. influences to what extent the mission leadership is able to deliver on the mandate;
- <u>Child protection mandate and capacities</u>, e.g. influences to what extent child protection staff are able to deliver on the mandate.

SLIDE 11: DETERMINING WHEN TO ACT



Ask participants to share an experience where somebody within the mission, a government authority, an NGO or another entity asked them to do something that is not their responsibility. What did they ask them for? And how did they respond to the request? Alternatively, you can also share some of your own experiences.

- Even if you have defined your role within your mission, governments, UN agencies, NGOs, and sometimes even staff within the mission, may not know who the child protection staff in UN missions are and what they do. As a result, you as staff may receive requests that fall outside your area of responsibility or are not directly related to work. Even though it may be difficult to say "no" to such requests, it is critical for you to stay focused on your mandate, especially given your limited resources.
- The diagram on this slide depicts three types of requests that you may receive as a child protection staff:
 - Work that is part of your core child protection functions is depicted on the inner circle. This includes the roles and responsibilities we have just discussed, such as monitoring and reporting grave violations against children in armed conflict, mainstreaming child protection, engagement with

parties to conflict, etc. This should constitute the majority of your daily work.

- Work that falls outside your roles and responsibilities is depicted on the outer circles. This includes managing or funding child protection programming or dealing with violations perpetrated against children that are not directly related to the armed conflict (e.g. domestic abuse of children). If you are approached with these requests, make sure to explain your role and refer to other actors who may be able to help where possible.
- Work that may be a child protection responsibility in your mission context is depicted on the middle circle. This may include requests where your decision on whether and how to engage is more complex, such as requests for organizing events with or for children. In these instances, you should ask yourself three key questions to decide whether or not to engage:

1) Does this task fall within the mission's child protection mandate and strategic priorities?

2) Does my child protection team have the resources to engage in this activity, given our other obligations?

3) Are there other colleagues within the mission, partners and other actors that have a specific mandate to assume this role and/or better positioned to take this action?

You can also use the "decision-making tree for child protection support requests" to make your decision and explain your rationale for accepting or rejecting the request to others (see handout below). Ultimately, you want to make sure that you are really able to focus on the core functions of the child protection role (the innermost circle) – mainstreaming, monitoring and reporting, advocacy, engaging with parties to conflict, and coordination.

Handout: Decision-making tree for child protection support requests

Before moving to the final slide, ask participants about their own takeaways from this session.

SLIDE 12: TAKEAWAYS



TRAINER NOTES:



Review these takeaways.

Handout: Checklist for Quality Reports¹

1999 – UNSCR <u>1261</u>: Places the issue of children affected by war on the Security Council agenda and condemns grave violations committed against children.

2000 – UNSCR 1314: Reaffirms that deliberate targeting of children may constitute a threat to peace and security and requests annual report from the Secretary-General.

2001 – UNSCR 1379: Requests the Secretary-General to list parties to armed conflict that recruit or use children in the following year's report.

2003 – UNSCR 1460: Calls for application of relevant international norms and standards, supports the UN entering into dialogue with parties to conflict that recruit or use children and developing clear and time bound action plans to end this practice.

2004 – UNSCR 1539: Requests the Secretary-General to devise a monitoring and reporting mechanism on the recruitment and use of children and other violations, and expresses intentions to impose targeted measures against parties that continue to violate children.

2005 – UNSCR 1612: Endorses the proposed monitoring and reporting mechanism and creates the Security Council Working Group on Children and Armed Conflict.

2009 – UNSCR 1882: Establishes killing and maiming, rape and other forms of sexual violence against children as triggers for listing parties in the annexes of the annual report.

2011 – UNSCR 1998: Establishes attacks on schools and hospitals and attacks (or threats) against protected personnel as triggers for listing parties in the annexes of the annual report.

2012 – UNSCR 2068: Reiterates the Council's readiness to adopt targeted and graduated measures against persistent perpetrators of grave violations against children.

2014 – UNSCR 2143: Encourages Member States to consider concrete measures to deter the military use of schools.

2015 – UNSCR 2225: Establishes the "abduction of children" as a trigger for listing parties to armed conflict in the annexes of the annual report.

2018 – UNSCR <u>2427</u>: Strengthens mechanisms to prevent violations committed against children in conflict and decides to remain actively engaged in this matter.

¹ Content for this handout is drawn from <u>https://childrenandarmedconflict.un.org/about-us/mandate/history/</u>

Training Materials for Child Protection Staff Module 1: Role of Child Protection Staff in UN Field Missions

Handout: Decision-making tree for child protection support requests field missions



Module 2:

MONITORING AND REPORTING

OVERVIEW

Module 2 focuses on two distinct but interrelated aspects of the child protection staff's role: (i) monitoring grave child rights violations and other child protection concerns and (ii) reporting findings and recommendations. Systematic monitoring and reporting support national and international efforts to provide appropriate responses for children and communities who have suffered violations and to hold perpetrators of grave violations against children accountable and prevent further violations.

LEARNING OBJECTIVES

By the end of this module, learners will be able to:

- Identify contributions of different mission components to child protection monitoring
- Explain child-sensitive interviewing techniques
- Explain the relevance of monitoring and reporting for the child protection mandate
- Revise reports based on quality criteria.

ACTIVITIES

Module 2.1

- Case scenario: Leveraging other mission components for child protection monitoring (30 min)
- Role play: Interviewing a child (60 min)

Module 2.2

- Group discussion: Relevance and better use of reports (20 min)
- Group exercise: Quality reports (40 min)

LEARNER HANDOUTS

Module 2.1

Checklist for interviewing children

Training Materials for Child Protection Staff

Module 2.2

- Handout: Sample report
- Handout: Checklist on quality reporting

SESSION TIME

- Module 2.1: 2.5 hours
- Module 2.2: 1.5 hour

SLIDE 1: INTRODUCTION TO MODULE 2: MONITORING AND REPORTING



TRAINER NOTES

Module 2 focuses on monitoring and reporting violations against children perpetrated by armed forces and groups in armed conflict and the main responsibilities child protection staff have in this regard. Monitoring and reporting are closely related but are distinct activities. This module is divided into two corresponding parts.

SLIDE 2: LEARNING OBJECTIVES



TRAINER NOTES

Most of you should be familiar with general monitoring and reporting techniques. This module will focus on your work as a member of a UN field mission, such as offering you advice on how to take advantage of monitoring capacities inside the mission and how to meet your reporting contributions to the UN Secretary-General's children and armed conflict reports. We will also go over some of the core skills you should be able to master as a child protection specialist, such as interviewing children.

At the end of this module, you should be able to:

- Identify contributions of different mission components to child protection monitoring
- Explain child-sensitive interviewing techniques
- Explain the relevance of monitoring and reporting for the child protection mandate
- Revise reports based on quality criteria.
- While we will cover some aspects related to the Monitoring and Reporting Mechanism - MRM - (e.g. verification, managing the Country Task Force on Monitoring and Reporting (CFTMR)), we strongly encourage you to become familiar with and use the MRM training guidance (<u>www.mrmtools.org</u>) to strengthen your knowledge and skills in this area.

SLIDE 3: INTRODUCTION TO MODULE 2.1: MONITORING



TRAINER NOTES

- Monitoring tends to be among the most time-intensive aspects of child protection work. To help you be more efficient, this module clarifies core aspects of monitoring work and how to leverage other mission components to support monitoring efforts.
- This module also reviews child-sensitive interviewing techniques to refresh your knowledge on this essential aspect of child protection work, which is often used during monitoring activities.
- Before discussing monitoring of violations in more detail, let me ask you: Why do you monitor and report on grave violations? How does the information you gather help protect children in armed conflict?
 - Collect some responses from learners before continuing to the next slide.

SLIDE 4: PURPOSE OF MONITORING



TRAINER NOTES

Rigorous monitoring and reporting of grave violations committed against children is the foundation for your analysis and advice for your UN field mission, host governments, the UN Security Council and others and is essential to trigger response for children and communities who have suffered violations. These actors rely on accurate, timely information from you to decide on the actions needed to better protect children and communities, provide assistance to child victims, hold perpetrators to account and prevent further violations.



SLIDE 5: FOCUS OF YOUR MONITORING WORK

TRAINER NOTES

- It is important for you to keep in mind your specific mandate as child protection staff of a UN field mission. The three areas that you should focus on are:
 - The six grave violations committed against children during armed conflict as part of the MRM (e.g. killing and maiming, recruitment or use of children by armed forces and groups, rape or other grave forms of sexual violence, abduction, attacks against schools or hospitals, denial of humanitarian access for children);
 - 2. In some mission contexts, the UN field mission and/or the CTFMR may decide that there are also other child protection priorities or concerns that merit urgent attention.

Ask learners if they can identify such additional priorities in their context. Are there any child protection areas that they monitor beyond the six grave violations? For example, other child protection priorities could be detention of children for alleged association with armed groups or use of schools and hospitals for military purposes;

3. Child protection staff should also monitor child protection issues related to the UN field mission, such as sexual exploitation and abuse or the use of child labour by mission personnel.

4. Finally, make sure to track the Implementation of action plans (where relevant) and commitments made by parties to conflict, such as commander orders.

As you are conducting your monitoring activities, remember that this monitoring is ultimately intended to provide sufficient documentation and information for analysis for reporting and response activities. It also serves as the basis for political actions taken by high-level bodies such as the UN Security Council. Moreover, keep in mind that you always have a duty to refer survivors/victims of violations to appropriate service providers for follow-up.

As you are presenting, make sure to discuss with learners what to keep in mind when monitoring in their specific mission context, including other child protection priorities in the mission beyond the six grave violations. Also alert them to possible risks of monitoring for survivors, informants and others and the need to take appropriate steps to prevent and mitigate these risks.

SLIDE 6: CASE SCENARIO



TRAINER NOTES

Y ACTIVITY: CASE SCENARIO: LEVERAGING OTHER MISSION COMPONENTS FOR CHILD PROTECTION MONITORING

AIM:

This activity aims to get learners thinking about the potential of other mission

components to support them in their ongoing child protection monitoring work.

TIME:

30 minutes

ACTIVITY GUIDELINES:

1) Introduce the exercise:

Given your extensive monitoring obligations, it is critical for you as child protection staff to take advantage of the information other mission components are collecting as part of their daily work. The following case scenario exercise challenges you to think of ways you can better use these in-house capacities for your monitoring work.

2) Read the case scenario on the slide and ask learners to work in pairs of two (e.g. persons sitting next to each other) on the task for 20 minutes.

3) Then ask each group to share some of their solutions to this problem. In the activity debrief, re-emphasize the value of involving other mission components in child protection monitoring and the need to triangulate information.

Pointers to possible responses:

- <u>Obtain additional information from Civil Affairs</u> regarding their recent mission to the village (e.g. who did they talk to; how would they assess the credibility of their sources) and the possibility of checking with their sources on the alleged incident
- <u>Ask other mission components</u> (e.g. Political Affairs, Human Rights, UNPOL, MILOBS) to share:
 - Recent public/internal reports on the village and surrounding areas
 - Relevant local contacts (e.g. local government authorities, civil society organizations)
 - Any other information relating to the alleged incident
- <u>Mobilize child protection focal point in the military and/or the police</u> to gather information on the current security and human rights situation in the village, including details on the alleged incident
- <u>Request mission leadership</u> to obtain special permission from the government for a follow-up verification mission by the Child Protection Team.

SLIDE 7: LEVERAGING MISSION CAPACITIES FOR MONITORING



TRAINER NOTES

- As we've just explored, child protection staff can benefit from working with colleagues in other mission components for their own monitoring work. Here are some examples of how you can leverage other components' expertise or resources:
 - **Participate in Joint Protection Team missions:** Because of the UN field mission's military components, these missions may give you access to areas that other humanitarian organizations have limited access to in order to monitor or verify information on child rights violations.
 - Review public and internal reports: Reports from other mission components (e.g. Human Rights, Gender, Civil Affairs, UNPOL, the Force) may include information on grave violations against children or provide you with valuable contextual information.

- Request specific, technical or statistical information: You can request specialized information from your colleagues. For example, you can ask them for an analysis of the security situation in a particular geographical area, information on armed forces/groups, or statistical data on civilian casualties.
- **Request alerts**: In many cases, you can make arrangements with colleagues in other units, such as Civil Affairs or UNPOL, to collect child protection-related information or send alerts that you can then follow up on.
- **Get networking support**: Your colleagues in the mission can assist you with networking, finding and connecting you with possible sources of information.

Mission leadership is ultimately responsible for ensuring that all components with a protection or monitoring mandate contribute to Child Protection, particularly the MRM.

SLIDE 8: VERIFICATION PROCESS



TRAINER NOTES

Another critical component of your monitoring activities is verifying alleged violations. Declaring a violation as UN-verified is likely to put increased pressure on decision-makers to act in response. The graphic on the slide provides an overview of five key steps involved in the verification process.

Ask learners to describe each step of the verification process and fill in the gaps as needed (see details on key steps below). In general, child protection staff should be familiar with the verification process. However, it is worthwhile reviewing the process given the intricacy and technical skills involved in conducting this process and the level of political scrutiny results may be subjected to. Make sure to refer them to the MRM Guidelines and Field Manual as a key resource for this process (www.mrmtools.org)

Below are the five key steps involved in this process explained.

- 1) Establish the source type. Did you receive the information from a primary or secondary source of information?
 - A primary source is a testimony from the victim/survivor, perpetrator or direct witness.
 - A secondary (or supporting) source includes the testimony of an indirect witness (e.g. persons who have not witnessed the violations, including relatives, lawyers, community leaders, local human rights activists) or gathering materials (e.g. medical reports and certificates, photographs, police reports, report of an independent investigation). Remember that media reports can alert to possible violations but do not count as a source.
- 2) Evaluate the reliability of the source(s) by identifying additional sources of information and assessing whether they corroborate or contradict the information. For example, you may interview primary sources, ask them questions on the details of the incident and assess the consistency of the testimony.
- **3)** Determine the need for additional sources. As a rule, you should strive for one primary source and two secondary sources to verify an alleged incident. At the same time, always give priority to the "best interests of the child" and the "do no harm" principles when deciding if and how to approach sources (e.g. risks of retaliation against primary sources, exposure to retraumatisation or stigma).
- 4) Declare the verification status of the incident. Based on steps 1-3, you and other designated members of the CTFMR would determine if and when an incident is considered "verified." Make sure to indicate in your reports if you were or were not able to complete the verification process by clarifying that incidents are "alleged" or "subject to verification" and indicating the reasons for the lack of verification.
- 5) Seek endorsement by the CTFMR co-chairs. As a final step, the co-chairs
of the CTFMR should officially approve the information.

SLIDE 9: ROLE PLAY: INTERVIEWING A CHILD



TRAINER NOTES

As part of your monitoring activities, you should be prepared to interview children in a manner that is appropriate for their age and sensitive to any trauma or violations they may have experienced. By using so-called "child-sensitive interviewing techniques," you can avoid causing additional psychological harm to the child, and will increase the likelihood of receiving more complete and reliable responses from the child.

Ϋ́ ACTIVITY: ROLE PLAY: INTERVIEWING A CHILD

AIM:

Learners will understand how to adapt interviewing techniques when speaking with children of both sexes who may have experienced trauma or violations.

TIME:

60 Minutes

PREPARATIONS

As the trainer, you will be playing the role of the child in this exercise, make sure to familiarize yourself with the profile (see below) and prepare a few different responses/behaviours (being scared; shutting down; not remembering details; fatigue; anger, etc.) that you will exhibit during the role-play.

Profile of child

Grace, 13 years old, Village Jupiter

You are a thirteen-year-old schoolgirl who has been sexually assaulted by an armed man in uniform two weeks ago. However, whenever you try to remember the incident, you get confused about the details and change the dates and circumstances of this attack. You don't know why you get confused or why it is hard for you to remember. You also feel sick sometimes and so you do your best to forget.

After you and your mother asked a local organization for help, UN representatives have also visited you and asked you many questions. You are scared and do not understand who the UN is or why they want to speak with you. You do not want to answer any more questions about this incident because you are afraid that people in your community will find out what happened to you.

At the same time, you have heard that the UN provides education services, and you really want to know when they will come back to the village to help rebuild your school, which has been damaged during the conflict.

ACTIVITY GUIDELINES:

- 1) <u>Preparatory group work:</u> Divide the learners into groups of 3-4 and set-up 2 chairs facing each other in the middle of the room. Arrange the remaining chairs in a circle around the two chairs, so that the learners can observe what is happening in the "fishbowl." Go over the tasks listed on the slide:
 - 1. Each group will have 5 minutes to discuss what to keep in mind when interviewing a child, particularly if the child may have suffered a

traumatic experience.

- 2. Each group must then nominate 1 person to conduct a child-friendly interview with a child about an alleged violation. You should also share a brief description of the child they are going to interview and the purpose of the interview. (You are going to interview a thirteen-year-old schoolgirl who has been sexually assaulted by an armed man in uniform two weeks ago. You are going to verify the incident.)
- 3. During the role play, all learners will be asked to observe the interview and share feedback.
- 2) <u>Conducting the role play</u>: After 5 minutes, reconvene the entire group and introduce the role play: The UN mission's child protection staff member is coming to interview a child who has allegedly suffered grave violations of their rights (revisit any specifics). Ask learners to stay quiet during the interview, pay attention to the conversation and jot down the ideas they have during the role play. Let them know that there will be a debrief after each interview.

Then invite the representative from the first team to sit in one of the chairs while you sit on the other. Allow the representative to guide the conversation. As the child, have a number of "behaviours" that you might display based on the child's profile, during each interview. Allow the interview to run for about 2-3 minutes. Then ask the audience to share their observations and comment on the use of good practice, what was done well and what could be done differently keeping in mind child-sensitive interview techniques. Repeat this exercise with each group's designated representative and make sure to debrief each time.

SLIDE 10: INTERVIEWING A CHILD



TRAINER NOTES

Reference are some pointers you should keep in mind when interviewing children.

Review the points listed on the slide and distribute the handout with essential guidance on interviewing children. Encourage learners to highlight points or add additional points on the handout that they want to keep in mind during their next interview with a child.

B Handout: Checklist on interviewing children.

SLIDE 11: CHILD-SENSITIVE ANALYSIS



TRAINER NOTES

- Analysing data is a critical piece of your monitoring role. This means explaining to those receiving your reports what the individual incident means and how it relates to the larger conflict context. As child protection staff your specific focus is on children, which is known as "child-sensitive analysis."
- The slide summarizes some of the underlying questions that you should be seeking to address as part of this type of analysis:
 - Are parties to conflict specifically targeting children?
 - How do grave violations committed against children (e.g. abduction, rape and sexual violence) influence current conflict dynamics?

Discuss with participants some questions they could explore when monitoring an alleged incident of an attack against a school by an armed actor as part of a child-sensitive analysis.

It is important not to assume "age" as the only factor or the main factor when trying to understand an incident. As child protection staff, there may be a tendency to overemphasize the fact that the person is a child and possibly neglect other characteristics, such as the person's gender, ethnic or religious background, location, etc. Make sure to keep an open mind and question your own assumptions.

SLIDE 12: (IMPORTANCE OF) INFORMATION MANAGEMENT



TRAINER NOTES

- As child protection staff, you rely on information management systems (IMS) to store, organize and retrieve information on reported cases. IMS allow you to securely manage large quantities of data, including sensitive protection data. Using an IMS can help you:
 - Store and retrieve physical and electronic data. A strong IMS should allow you to search and retrieve information about an incident by using various criteria (e.g. name, type of violation, perpetrator, date of occurrence). Keeping track of these cases allows you to ensure proper follow-up on individual cases.
 - Ensure data security and confidentiality: As child protection staff you may be dealing with data that may put people in jeopardy. Your Child Protection Unit's IMS security protocol for storing both physical and electronic data (e.g. encryption of data, locking files with sensitive information away, etc.) should help to avoid misuse of sensitive information.
 - Analyse data based on various criteria to establish trends: An effective IMS allows staff to identify and illustrate patterns and trends by sorting data by different types of categories and using statistical analysis. For example, IMS can help you find out how child protection trends differ by region, identify the most common grave violation in your mission context or learn about violation trends over time.
 - Brief child protection staff on specific aspects to consider when using IMS in

their mission context and share relevant guidance materials with them if available.

SLIDE 13: TAKEAWAYS



TRAINER NOTES

Review these takeaways and ask participants about their own takeaways form this session.

SLIDE 14: INTRODUCTION TO MODULE 2.2



TRAINER NOTES

This session focuses on reporting on grave violations committed against children and other child protection concerns.

During this session, we will discuss why reporting is relevant, what different types of reports child protection staff may write and how to meet basic quality criteria.

Before moving to the next slide, ask participants why their reports matter. Some questions you can ask are:

- How do you think your reports are being used?
- Who are you writing them for?
- Do you consider reporting to be an essential part of your work as child protection staff? Why/why not?

SLIDE 15: STRONG REPORTS CAN... (ON THE IMPORTANCE OF REPORTING)



TRAINER NOTES:

As child protection staff, preparing reports for the UN Security Council and other decision-makers is a core function of your role. Given all your other obligations, developing these reports may at times feel burdensome or less important compared to actions that have more immediate or tangible impacts, such as facilitating child protection interventions. However, strong reports are foundational for all of your work and should be a high priority, particularly given that some of the primary audiences of your work – including members of the UN Security Council and other UN entities - are far away and rely on your information for their decisions.

Strong reports can:

- Tell the "story" of children in conflict zones, often in areas that few other humanitarian or human rights actors are able to access;
- Increase pressure on political leaders to act in response to reported violations, given that the information is coming from you, a UN representative and child protection expert;
- o Result in more informed policies and decision-making;

- Create a permanent record to document current incidents and/or trends, which can be useful for future reference and learning;
- Trigger responses to urgent child protection concerns.

SLIDE 16: TYPES OF REPORTS



TRAINER NOTES:

Reporting requirements for child protection staff depend on the mission and each staff member's specific role. However, it is useful for all staff to be familiar with the various types of reports child protection staff could be developing.

Here is an overview of the types of reports you may need or want to prepare as part of your child protection work.

Ask learners to give examples for each type of report to make this section more interactive. Below are some examples to fill in gaps.

Examples for reports that tend to be required are:

- Internal reports, e.g. daily, weekly or (field) mission reports;
- Drafts/inputs to reports to the Security Council and its Working Group on Children and Armed Conflict through the MRM, e.g. Global Horizontal Notes (GHNs), the Secretary-General's annual global and country-specific reports on children and armed conflict, and the Secretary-General's

quarterly/periodic mission reports.

Other types of reports may not be required but child protection staff may decide to develop them to support advocacy or for other purposes. Some optional reports include:

- **Thematic reports** are focused on specific child protection concerns, e.g. challenges in identifying girls associated with armed forces/groups, attacks against schools, exploitation and abuse of children during elections;
- Periodic reports to public/select actors are focused on trends over time, e.g. progress on implementation of action plans or trends on grave violations;
- Submissions to other reporting bodies/mechanisms, e.g. reports to human rights treaty bodies or Universal Periodic Reviews;
- Other forms of public or internal reporting, e.g. briefing notes, flash reports, or press releases.

Y ACTIVITY: GROUP DISCUSSION: RELEVANCE AND BETTER USE OF REPORTS

AIM:

Learners will consider the relevance of reporting and understand how they can use reports more effectively for advocacy, follow up and other purposes.

TIME:

20 minutes

INSTRUCTIONS

Ask learners which reports their child protection team has prepared over the course of the last six months and put their responses on a flipchart. Discuss with them the successes and challenges of preparing reports, especially optional reports:

- Do they feel that they have fully utilized the information they have gathered through monitoring?
- What improvements could they make (e.g. adjusting their current reports, preparing new types of reports)?

SLIDE 17: Criteria for quality reports



TRAINER NOTES:

 Here are some criteria you can use to ensure that your report meets basic quality standards.

Review the criteria listed on the slide. Then ask learners for additional quality criteria: What are they looking for in a report? List their responses on a flipchart and share the handout (see below) with them after this exercise.

The report development process is important for ensuring high quality reports. Some key points to remember are:

- Prepare reports immediately after the completion of monitoring activities to ensure that reports are timely and relevant.
- Work closely with counterparts at the OSRSG-CAAC, UNICEF, and the DPO Child Protection Focal Point at HQ level when developing reports to the Security Council and its Working Group on Children and Armed Conflict.

- Consider sharing aspects of the report in advance with the concerned government and/or other actors accused of having committed violations for comments and to give them advance notification on the report's findings.
- Discuss some of the pros and cons of involving the government and other parties involved in the reporting process. For example, sharing the report in advance may increase transparency and give concerned actors a sense that their views are taken seriously. On the other hand, it may also feed into false expectations by the concerned actor that they can in fact change the report's findings.

SLIDE 18: GROUP WORK: QUALITY REPORTS



TRAINER NOTES:

Y ACTIVITY: GROUP EXERCISE: QUALITY REPORTS

AIM:

This activity aims to enable learners to critically assess child protection reports based on a number of quality criteria.

TIME:

40 Minutes

ACTIVITY GUIDELINES:

- 1) Divide the group into small groups of 3-5 people and distribute the report excerpt and quality checklist.
 - Handout: Sample report
 - Handout: Quality checklist for reports
- 2) Give groups 30 minutes to review the reports and make recommendations for improvement and ask them to report back afterwards.
- 3) Debrief on what they learned from reviewing these reports.

Response key:

Here are some of the areas where the report would require improvement:

- Limited explanation of trends, e.g. increases/decreases of violations against children; no specification of whether armed forces/groups targeted children
- Missing information e.g. gender breakdown, breakdown by #incident vs. #children, no reference to some of the six grave violations
- Methodology, e.g. does not specify why information was not verified
- Language/style, e.g. passive voice, long sentences

SLIDE 19: TAKEAWAYS



TRAINER NOTES:

Review these takeaways and ask participants about their own takeaways form this session.

Handout: Checklist for Quality Reports²

Criteria	Yes/No?	Comments
1. Overall: Does the report contain clear findings for the specific target audience?	Y/N	
2. Structure: Is the report logically structured?	Y/N	
3. Completeness: Does the report include all requested information? Does it recognize where information is missing?	Y/N	
4. Methodology: Does the report adequately describe the methods used for gathering and verifying information?	Y/N	
5. Language/style: Does the report use objective, precise and straightforward language?	Y/N	
6. Security considerations: Does the report avoid using personally identifiable information and other data, which risk endangering people?	Y/N	
7. Technical: Are all terms explained? Are names and titles of people referenced spelled correctly? Has the report been cleared before being submitted?	<u>Y/N</u>	
Other comments:	1	

² For a more comprehensive quality checklist for reports, see Manual, p. 37-38.

Handout: Checklist for interviewing children

1. Assessing the situation

- Is the interview likely to cause the child/family unnecessary harm or risk?
- Is the interview essential?
 - Has another organization interviewed the child? If so, can you use that information instead? (If the child was already interviewed and you are unsure whether the information is sufficient, obtain a copy of the first interview and check with your supervisor before proceeding with a second interview).
- Has the child received the necessary support (e.g., medical, psycho-social, legal)?

2. Preparing the interview

• Have you obtained informed consent for the interview from the child?

- If necessary, have you obtained the informed consent of the family/caregiver? (Be aware of potential conflicts of interest and protection problems).
- Have you informed the child/family/caregiver of possible risks and benefits, and that the interview will not necessarily improve the child's individual situation?
- What security precautions have you and others taken? Are they sufficient?
- Is the selected location safe and comfortable for the child, and does it respect confidentiality?
- Are you the best person to conduct the interview? Would other colleagues/partners be preferable based on gender, cultural background, language skills, interview experience or other considerations?
- Do you need an interpreter?
 - How will that or presence of other people help/disturb the interview?
 - If an interpreter is needed, have you adequately briefed that person, for example, on confidentiality and security matters?

3. Conducting the interview

Introducing yourself and the purpose of the interview

 Have you introduced yourself, explained your mandate and the interview's purpose in plain language that a child can understand? (Avoid raising the child/caregiver's expectations about participating in the interview, such as prospects for criminal prosecutions, DDR benefits, remedies, etc.).

- Have you explained what will happen with the information?
 - Did you explain that the information will remain confidential except if informed consent is provided to proceed otherwise?
 - Have you asked the child/family/caregiver for consent in using the information for reporting purposes and/or sharing the information for advocacy and case management/referral purposes? (Written consent is generally preferable; however, the interviewer may alternatively take note of the consent).
- Are you explaining everything you are doing as you go along (e.g., taking notes)?

Asking about the violation

- Are you asking the child primarily open questions, allowing the child to tell his/her story (e.g., "Tell me about ...")? (Avoid closed questions, which require one-word answers, or leading questions, which prompt answers.)
- Are you allowing the child enough time to answer questions?
- Are you closely watching the child's body language for signs of distress, distraction or tiredness? What actions will you take if the interviewee becomes distressed?

Closing the interview

- Have you given the child an opportunity to ask questions and tell you about some- thing that you have not asked, including protection concerns that the child may have and possible actions to respond to those?
- Have you thanked the child for sharing the information?
- Do you know how to reach the child/family/caregiver in case further information is needed? Do they know how to reach you?
- Have you offered referrals and decided on next steps with the child and caregiver or person the child trusts?
- Have you asked what the child hopes to be the interview outcome and addressed unrealistic expectations?

4. Following up on the interview

- Have you documented the interview, making sure to use relevant forms? Have you safely stored the interview notes, including the informed consent received? (e.g., in the relevant database).
- Have you shared needed information with relevant actors, according to the informed consent received? (Make sure to maintain the confidentiality of the survivor/victim. That means sharing only what is absolutely necessary to those involved in the survivor/victim's care and with his/her permission).
- Have you made all necessary referrals for the child/family/caregiver, according to the informed consent received?

- How are you following up on information?
- Are you periodically giving feedback to child/family/caregiver, as appropriate?

Handout: Sample Report

GLOBAL HORIZONTAL NOTE (GHN) Monitoring and Reporting Mechanism (MRM) of grave violations against children in situations of armed conflict Reporting Period January – March 2019 EXCERPT

Disclaimer: The information included in this report is entirely fictional and is intended only to be used for the purposes of this training.

MENCULI	
Parties as mentioned in the note	 Government forces: Menculia Armed Forces (MAF); Forces in Defense of Menculia (FDM); Bangdian Resistance Group (BRG)
Major trends and violations	The first quarter of 2019 witnessed presidential elections and was characterized by political tensions as opposition leaders refused to accept election results. The period also witnessed clashes between the MAF and FDM in North Singste, during which the MAF allegedly burned houses and forcibly recruited children. There was also continued violence in southern Menculia.
	Several communities in Milna and Lino region were caught in a spiral of violence and retaliation, leading to killings and the displacement of more than 10,000 civilians. The main perpetrators of violence were self-proclaimed self-defense groups claiming to protect their communities.
	In this context, the CTFMR verified 100 incidents of grave violations affecting 103 children. The most prevalent violations were recruitment and use (30 children), abduction (28 children) and killing and maiming (24 children). The reporting period witnessed an increase in the number of incidents of rape and other forms of sexual violence from 1 to 8 incidents affecting 19 girls.
	MAF was responsible for most of the grave violations (62 per cent of the affected children). With regard to armed groups, the FDM was responsible for 25 per cent of the verified incidents and the BRG for 5 per cent of the verified cases. Crossfire between MAF and FDM resulted in ten child casualties.

Module 3: ADVOCACY

OVERVIEW

This module familiarizes child protection staff with the main elements of developing an advocacy strategy as well as a plan for its implementation. Through advocacy, child protection staff can influence relevant actors to advance the rights, well-being, and protection of children.

This module does not explicitly deal with advocacy within the mission since this is covered in Module 5 on mainstreaming. However, child protection staff can apply the techniques presented in this module to any type of advocacy.

LEARNING OBJECTIVES

By the end of this module, learners should be able to:

- Create SMART (specific, measurable, achievable, relevant, time-bound) advocacy objectives;
- Select a target audience;
- Compose strong advocacy messages;
- Assess resources for advocacy.

ACTIVITIES

- Quiz: Identifying SMART advocacy objectives (30 min)
- Group exercise: Stakeholder analysis (40 min)
- Group exercise: Creating advocacy messages (20 min)
- Group discussion: Leveraging the UN Security Council CAAC Agenda (20 min)

SESSION TIME

• 2.5 hours

SLIDE 1: INTRODUCTION



TRAINER NOTES

This module focuses on advocacy as a core function of your work. (As some of you have pointed out) for advocacy to succeed it needs to be well planned and specific to the context. In this module, we will mainly work on advocacy planning and how to develop advocacy approaches that are tailored to your mission context.

SLIDE 2: LEARNING OBJECTIVES

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TRAINER NOTES

- The learning objectives of this module aim to strengthen your capacities and skills in preparing the key elements of an advocacy plan. At the end of this module, you should be able to:
 - Create advocacy objectives that are SMART, i.e. specific, measurable, achievable, relevant and time-bound;
 - Select a target audience for your advocacy;
 - Compose strong advocacy messages for different audiences and occasions;
 - Assess resources to support your advocacy efforts.

Ask learners to define advocacy. What is advocacy? In their answers, look for the following elements of the definition:

• Advocacy is a process of influencing others

- Advocacy is an approach to bring about change
- Advocacy can take many forms and employs as diverse set of methods (e.g. public vs. private, direct vs. indirect, multilateral vs. unilateral)

SLIDE 3: WHAT IS ADVOCACY (IN THE CONTEXT OF CHILD PROTECTION)



TRAINER NOTES

In general, advocacy describes a process of influencing an actor to change their attitude or behaviour. For child protections staff, advocacy is the process of influencing the host State's government, armed groups, UN entities, NGOs, donors and other actors to support and implement actions to advance the rights, well-being and protection of children (see *Manual*, p. 43). Since you are not directly in charge of policies or programmes, it is your effectiveness in influencing others to make changes that ultimately determines your success.

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Note that this module deals with advocacy with external actors. Child protection staff also conduct advocacy within the mission as part of their mainstreaming efforts. This is further discussed in Module 5 (Mainstreaming). Some of the methods discussed in this module are also relevant for in-mission advocacy.

SLIDE 4: ADVOCACY CHALLENGES



TRAINER NOTES

Ask learners what they consider as the major challenges for advocacy in their mission context and to share some of their experiences. You can point to some common challenges listed on the slide, including:

- <u>Lack of coordination</u> in terms of meeting and coordinating advocacy strategies and messages with advocacy targets (e.g. within the mission, between HQ and field level, among partners)
- o Lack of access to advocacy targets due to legal, security, logistical or other

constraints

- <u>Lack of political leverage</u>, for example if the armed actor demonstrates a disregard for international laws and norms or their international reputation
- <u>Changing conflict dynamics</u>, for example if there are constant changes in the leadership structures of the advocacy target
- <u>Limited ability to demonstrate direct impact</u> due to the influence of various actors in delivering advocacy results.
- At the end of this discussion, ask learners how an advocacy strategy and plan can help them address some of these challenges? What are some of the main aspects their strategy would focus on?

SLIDE 5: ELEMENTS OF AN ADVOCACY STRATEGY



TRAINER NOTES

An advocacy strategy provides you with a road map for your advocacy work. It helps keep you on track and ensures that your actions are well thought out,



strategic and feasible. Some key elements of an advocacy strategy are:

- Goals and objectives: What does the strategy aim to achieve?
- **Target audiences and allies**: Whose actions does the strategy primarily aim to influence? Which actors can help support advocacy efforts?
- **Key messages**: What are the core messages of the strategy? How can you adapt core messages to different audiences?
- Activities: How can you engage your target audience? What are possible activities?
- **Resources**: What resources (e.g. staff, funding, capacity) are needed? What resources are available to support advocacy plans?
- Monitoring and evaluation: How and when can you assess whether the strategy is working?
- During this module we will go over each of these elements. While careful planning is essential, you always need to be prepared to make course adjustments to these plans. Again, if we use the metaphor of the roadmap, there are many different ways to reach your goal or new advocacy avenues that may emerge.

SLIDE 6: GOALS AND OBJECTIVES

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TRAINER NOTES

- It is critical for child protection staff to have clearly defined advocacy goals and objectives that drive the work. Your long-term goal is usually bold and ambitious, and unlikely to be fully achieved within the duration of your assignment.
- Ask learners for an example of a long-term goal. For example, your goal could be "to protect children from conflict-related violations in the mission area."
- Your objectives are usually shorter term. They clearly define what changes in policies and practices you need to achieve to reach your long-term goal. These advocacy objectives may change over time so make sure to review and adapt them on a regular basis.

Ask learners for an example of a short-term objective. For example, advocacy objectives could be influencing the host government to adopt legislation to criminalize recruitment and use of children by armed forces/groups or to



criminally prosecute alleged perpetrators of grave violations committed against children by armed forces/groups.

SLIDE 7: SMART OBJECTIVES





TRAINER NOTES

A common mistake in advocacy is to use generic advocacy objectives, e.g. influence all actors to protect children's rights. Ask learners why choosing such broad objectives is not as useful.

- You should always try to use SMART advocacy objectives, which will allow you to be more focused, SMART stands for specific, measurable, achievable, relevant and time-bound. Let me explain what each of these terms mean:
 - **S**pecific means that the objective clearly identifies a target audience and an action.
 - Measurable means that the objective defines criteria for measuring progress.
 - Achievable means that the objective can be realized given the current situation, time and resources.
 - Relevant means that the objective is in line with the mandate of the mission and the child protection mandate.
 - Time-bound means that the objective includes a timeframe for completion.

Let's do an exercise together to demonstrate the difference between SMART and not SMART objectives using some examples. As we are going through these examples, you should note that using more SMART criteria (e.g. time-bound, measurable, specific) ultimately make your advocacy objectives more achievable and thus help you demonstrate actual impact.

SLIDE 8: Example 1: IS THIS OBJECTIVE SMART?



TRAINER NOTES

Y ACTIVITY: QUIZ

AIM:

This activity aims to enable learners to recognize SMART objectives and realize how they may result in more focused actions.

TIME:

30 Minutes



ACTIVITY GUIDELINES:

For each example, ask the group to decide whether the stated objective is SMART or not. Then ask a learner to go over the SMART criteria to explain why they believe the objective is SMART/not SMART.

ANSWER KEY (Example 1):

No, this objective is not specific, measurable and time-bound.

- ☑ Specific: No, it should clarify whether "parties to conflict" means all parties or only a few specific ones. It could also be more specific on the action associated with this objective, i.e. whether this advocacy objective is tied to the development and/or implementation of an action plan and/or other commitments.
- ☑ **Measurable**: No, because it does not have a specific target and end date. It also depends on the ability of monitors to verify compliance.
- ☑ **Time-bound**: No, it does not set a date of completion.
- X Achievable: Yes, possibly.
- X **Relevant**: Yes, ending recruitment and use of children in armed conflict is a priority.

SLIDE 9: EXAMPLE 2: IS THIS OBJECTIVE SMART?



TRAINER NOTES

ANSWER KEY (Example 2)

Yes, this objective is SMART.

- Specific: Yes, it specifies the proposed target audience and action (i.e. influencing the host government to adopt a new law...).
- Measurable: Yes, it provides indicators for measuring progress (i.e. adoption of new law).
- Achievable: Yes, possibly.
- **Relevant**: Yes, ensuring children are safe from attacks in schools is relevant for the



mission.

☑ **Time-bound**: Yes, it set a date of completion (i.e. by the end of year 1)

SLIDE 10: EXAMPLE 3: IS THIS OBJECTIVE SMART?



TRAINER NOTES

ANSWER KEY:

No, this objective is not SMART because it is neither measurable nor time-bound.

- X Measurable: No, it does not state desired funding increase and by when.
- X **Time-bound**: No, it does not set a date of completion (e.g. during the country's upcoming donor conference)
- Specific: Yes, it specifies the proposed target and action (i.e. convincing donors to increase funding). However, it could be more specific regarding the specific donors being targeted, e.g. the country's three top donors or explicitly naming them.

- Achievable: Yes, possibly.
- Relevant: Yes, advocating for more funding to support services for children in conflict zones is a priority.





TRAINER NOTES

- Now, we'll take a closer look at your advocacy targets, the actors you are trying to influence. As child protection staff, you should carefully select your advocacy targets, distinguishing between your primary and secondary audience.
 - <u>Primary targets</u> are entities that have the power to bring about the desired change, i.e. create or strengthen protection for children in your mission area. Examples of primary targets are government authorities, non-State armed groups, donors, etc.
 - In contrast, secondary targets are entities that don't have this power.

However, they have the access and capacity needed to influence the primary targets or to act as messengers. Examples of secondary targets are NGOs, community leaders, diplomatic missions, etc.

SLIDE 12: GROUP EXERCISE: STAKEHOLDER ANALYSIS



TRAINER NOTES

Y ACTIVITY: GROUP EXERCISE – STAKEHOLDER ANALYSIS

AIM:

Learners will recognize the value of choosing a small number of actors as a primary advocacy target and strengthen their skills in analysing these actors.

TIME:

40 Minutes


ACTIVITY GUIDELINES:

Divide learners up into smaller groups of 5-6 people and give them 30 minutes to work on this stakeholder analysis. After that, ask each group to report back on their findings.

Some key points to highlight to learners during this exercise and feedback session are:

- <u>Be open</u> to engagement with all types of actors. You don't need to agree with an actor's views or behaviours to engage with them in order to advance child protection.
- <u>Be creative</u> in identifying advocacy avenues. Even if you are not able to directly advocate with a perpetrator, there may be others that can.
- <u>Be curious</u> and try to understand the actor's interests and motivations.
- <u>Be honest</u> about your own knowledge gaps about each actor and try to find out more through research and talking with your contacts
- Use your findings to further refine your advocacy messages and strategies.



SLIDE 13: ALLIES



TRAINER NOTES

- You could consider having a small number of allies to support you in your advocacy efforts. There are two main questions you need to ask yourself before entering into this relationship:
 - 1) What is the value added of involving this actor in my advocacy effort?
 - What do I gain by working with this actor on this advocacy effort?
 - Are there any associated costs of working with this actor?
 - Does the value added outweigh the costs of having this actor as a collaborator?

Ask learners: What could be valuable contributions of an ally for advocacy? For example, the ally may have technical expertise or credibility with your primary target or offer additional resources or access to their contacts.

2) Are our <u>interests and values compatible</u>? For example, it may be useful for you to collaborate with some community leaders to influence local government authorities that are wary of "foreign influence." In such a scenario, a potential risk could arise if community leaders are themselves involved in serious human rights violations.



SLIDE 14: ADVOCACY MESSAGES



TRAINER NOTES:

- A strong advocacy message should engage the target audience and specify what actions they should take in response (i.e. a call to action). Make sure that all your advocacy messages include a "specific ask" from your target audience.
- As child protection staff, you should fully utilize the data from your monitoring and reporting work (in addition to other evidence you may have access to) in order to inform your advocacy messages.
- Make sure you build your advocacy messages on the core messages of foundational documents, such as Security Council mandates, SCWG-CAAC conclusions, and the 2017 Child Protection Policy, when developing messages. At a minimum, your messages should be consistent with the core messages of these key UN sources.
- Finally, you should create advocacy messages that are for all target audiences (i.e.

primary message) and messages that are tailored to specific target audiences (i.e. secondary message). Let's look at the distinction between these two types of messages in more detail.

SLIDE 15: PRIMARY MESSAGE



TRAINER NOTES

The primary message should be simple, direct, and appealing to your target audience as well as a broader audience. You can use this primary message for different types of occasions, such as public events, press conferences or general briefings.

To create the primary message, you can follow these three steps:

1) Start with a compelling statement to get the attention of your audience.

Example: Armed forces and groups must release children without delay!

2) Give evidence of the problem, including facts, statistics or stories to support

your main point.

Example: The UN documented X cases of forcible child recruitment in province A, B, and C in the last 6 months. Armed force A conducted more than half of the recruitments and armed group B conducted the others. Documented evidence by the UN shows that both groups are using children as combatants, messengers, informants and cooks...

3) State the desired change or call to action

Example: All armed forces and groups should immediately release all children and work with the UN to develop action plans for ceasing all future recruitment of children.

Ideally, you would give an example of a primary advocacy message that child protection staff are already using in this mission context. You could retrieve these from recent press releases or briefings.

SLIDE 16: SECONDARY MESSAGE

Secondary advocacy message	
For specific target audience:	
 Start with a statement that captures the audience's particular interests 	
Give evidence of specific problem(s) and how it concerns the audience	
3) Make a request to the audience	
Training for Child Protection Staff 16	

TRAINER NOTES

The secondary message is more specific since it aims to influence a particular target audience. You should prepare secondary messages for all actors that you consider as a primary target audience, as well as other important stakeholders. You are likely to use these messages in your bilateral meetings with these actors.

The secondary message should be consistent with your primary message but should include more details. Here are three steps to help you create a secondary advocacy message:

1) Start with a statement that captures the audience's particular interests. (In this example, the primary target is the Government of a country experiencing armed conflict)

The Government is on the path for the UN Secretary-General to remove the armed forces from the Secretary-General report's annex.

2) Give evidence of specific problem(s) and how it concerns the audience.

The recent signing of the action plan is an important step in this direction. However, the UN has verified X cases of recruitment of children in recruiting centers in province A in the last 6 months.

3) Make a request to the audience.

The Government must strengthen the armed forces' screening and documentation procedures to ensure that no further child recruitment takes place.

SLIDE 17: GROUP EXERCISE: KEY MESSAGE

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TRAINER NOTES

Y ACTIVITY: GROUP EXERCISE - CREATING ADVOCACY MESSAGES

AIM:

Learners will learn how to create a key message for their top advocacy targets in their mission context.

TIME:

30 Minutes

ACTIVITY GUIDELINES:

Ask learners to return to the smaller groups they worked in earlier for the stakeholder analysis. Give them 20 minutes to work on the two tasks listed on the slide. After that, ask each group to report back on their findings.

Option: You could give groups the option of doing a short role play where one member poses as a primary advocacy target and another delivers the

advocacy message directly to him/her. The scenario would be for the two parties to have a pre-planned bilateral meeting.

Some key points to highlight to learners during this exercise and feedback session are:

- <u>Related to task 1</u>: Make sure that learners follow the format and have a clear statement, evidence for support, and a specific request to their target audience.
- <u>Related to task 2</u>: During the debrief, ask learners what they considered when making their decision regarding how to convey the message. Highlight how this can vary based on multiple factors, including the context in which they are operating, the perception of the UN by the primary target, whether their involvement is likely to increase the impact of the message, for example because they have an established relationship or know the target well. Remind learners to make sure that the messenger is comfortable talking with the target audience and is well prepared.

SLIDE 18: ADVOCACY ACTIVITIES



TRAINER NOTES

- Once you know your advocacy objectives, targets and messages, you can start thinking about your advocacy activities. You need to ask yourself how can you best convey your messages? This can include bi-lateral meetings, organized negotiations, media events, trainings, published reports and awareness-raising campaigns.
- When planning your activities, consider:
 - **Timing** of the activity, possibly tying it to other events/occasions, e.g. visits of high-level UN officials; international days; release of UN reports;
 - **Format** or type of advocacy activity, e.g. whether the advocacy target is more likely to respond to a small private meeting or a large public event;
 - **Messenger(s)**, e.g. whether to convey the message directly or through other actors;
 - **Resources** that are needed versus resources that are available for advocacy (e.g. staff, funding, capacity).

SLIDE 19: ADVOCACY RESOURCES



TRAINER NOTES

Make sure that you have the resources needed to carry out your advocacy successfully. This means evaluating resources within the child protection team, as well as the resources of your UN field mission and partners/allies. Also make sure that you are not only looking at funding resources as well as other types of resources, such as lending political support or helping with logistics.

Ask learners how they would assess their own advocacy resources? For example, what aspects can they look at when evaluating the advocacy capacities of their own child protection team? Some pointers for possible responses are:

- <u>Child protection staff</u>: number/location, level of expertise and experience, reputation and relationship with key actors, financial resources for advocacy
- <u>UN field mission</u>: support from mission leadership, logical support, support from other mission components, links to other mission efforts
- Partners: financial/logistical support, relationships with advocacy targets

Depending on the results of your resource assessment, you may need to scale back the effort, pool resources with other mission components, or work to develop additional resources. This would all be part of your advocacy plan.

SLIDE 20: LEVERAGING THE UN SECURITY COUNCIL AGENDA ON CAAC



TRAINER NOTES

One advantage that you as child protection staff have unlike most of the other mission components is your direct link with the UN Security Council through the Children and Armed Conflict (CAAC) Agenda. This allows you to leverage a number of actors, mechanisms and tools associated with the CAAC agenda, notably the UN Special Representative of the Secretary-General for Children and Armed Conflict, the Security Council Working Group on Children and Armed Conflict and the Group of Friends on Children and Armed Conflict. SLIDE 21: GROUP DISCUSSION (ON LEVERAGING THE UN SECURITY COUNCIL CAAC AGENDA)



TRAINER NOTES

Y ACTIVITY: GROUP DISCUSSION – LEVERAGING THE UN SECURITY COUNCIL CAAC AGENDA

AIM:

Learners will identify ways to leverage the UN Security Council CAAC Agenda to reinforce their in-country advocacy.

TIME:

20 Minutes

ACTIVITY GUIDELINES:

Discuss the question on the slide.

See Table 7 (Possible support of mechanisms/actors/tools for in-country advocacy) of the *Manual* for suggestions on how child protection staff can use the UNSC CAAC agenda to support in-country advocacy (p. 44-45)

SLIDE 22: ADVOCACY PLAN



TRAINER NOTES

Once you have outlined all the core elements of your advocacy strategy – goals and objectives, targets, messages, activities and resources, it is time to put them into an advocacy plan. You can find a sample advocacy plan in the *Manual* (table 10, p. 53). Your plan should clearly assign staff member roles and responsibilities and timeframes for carrying out the planned activities. Also, make sure to regularly review your plan and make adjustments as needed. SLIDE 23: TAKEAWAYS



TRAINER NOTES:

Review these takeaways and ask participants about their own takeaways from this session.

Module 4: ENGAGING WITH PARTIES TO CONFLICT

OVERVIEW

This module provides guidance for child protection staff on engaging with parties to conflict on child protection concerns, emphasizing the need to adjust approaches to each armed actor and context. If successful, this engagement can result in concrete positive outcomes for children, including the release and reintegration of children and parties' signing of action plans to end grave violations against children in the future. Yet, the stakes for such engagements can be high and underscore the need for child protection staff to undertake thorough preparatory work.

LEARNING OBJECTIVES

By the end of this module, learners will be able to:

- Describe preparatory steps needed before engaging with parties to conflict
- Discuss key considerations when engaging with parties to conflict, particularly on action plans and the release and reintegration of associated children

ACTIVITIES

- Group discussion: Engaging with parties to conflict (20 min)
- Group discussion: Engaging on Action Plans (20 min)
- Group discussion: Release and reintegration of associated children (20 min)
- Group exercise: Engaging with parties to conflict (analysis and preparatory steps) (40 min)

LEARNER HANDOUTS

• Handout: Dos and don'ts for supporting the release and reintegration of associated

children

• Handout: Group exercise on preparing for engagement

SESSION TIME

2 hours

SLIDE 1: INTRODUCTION



TRAINER NOTES

This module provides guidance for child protection staff on engaging with parties to conflict on child protection concerns. If successful, this engagement can result in concrete positive outcomes for affected children, including the release and reintegration of children and parties' signing of action plans to end grave violations against children. Yet, the stakes for such engagement are high. This is why we want to put an emphasis on the preparatory work needed for successful engagement.

SLIDE 2: LEARNING OBJECTIVES



TRAINER NOTES

- It is important to recognize at the outset that this module will only cover some aspects of a highly complex subject. Engagement with parties to conflict requires highly specialized negotiations skills that go beyond the scope of this training.
- This module focuses on the key preparatory steps needed before engaging with parties to conflict on child protection concerns. We will also discuss some of the key considerations to keep in mind when engaging with parties to conflict, particularly when developing and implementing action plans and supporting the release and reintegration of associated children. At the end of this module, you should be able to:
 - \circ $\,$ Describe preparatory steps needed before engaging with parties to conflict

 Discuss key considerations when engaging with parties to conflict, particularly on action plans and the release and reintegration of associated children

For additional resources on engagement with parties to conflict and related negotiation skills, see *Manual*, p. 68.

SLIDE 3: GROUP DISCUSSION: ENGAGING WITH PARTIES TO CONFLICT



TRAINER NOTES

Y ACTIVITY: GROUP DISCUSSION: RELEASE AND REINTEGRATION OF ASSOCIATED CHILDREN

AIM:

Learners will have an opportunity to reflect on their own experiences of engaging with parties to conflict and learn from others.

TIME:

20 Minutes

ACTIVITY GUIDELINES:

Discuss the questions on the slide. Remind learners that many of these questions will be discussed in more detail at a later stage of this module.

Some key points to highlight in the discussion are:

- Engaging with non-listed parties to conflict can be a preventative action
- · Considering the mission's objectives for engagement and making sure that the child protection team's efforts are aligned with these essential steps.
- Being aware of engagement efforts of other mission components is important.
- Engaging with parties to conflict is one of the most difficult and sensitive aspects of your work as child protection staff. What are some of the aspects of this role that you find particularly challenging in your mission context?

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Discuss some of these challenges before moving to the next slide.

SLIDE 4: CHALLENGES FOR ENGAGING WITH PARTIES TO CONFLICT



TRAINER NOTES

- (As some of you have pointed out,) there are numerous challenges when engaging with parties to conflict. This may include:
 - <u>Access challenges</u>, for example when child protections staff are not able to meet with non-State armed groups due to security constraints or government restrictions
 - <u>Designation of a party to conflict as a "terrorist entity</u>", which may pose legal and other challenges
 - <u>Fragmentation in a party's chain of command</u> and splintering of factions, which makes it more difficult to identify which commander(s) and at what levels to engage with
 - Party refusing to engage on children, for example for fear of facing legal repercussions for having committed violations of international law
 - Lack of coordination on the release and reintegration of children, in particular coordination between actors negotiating the release of children and those in charge of providing reintegration resistance. Inadequate or

delayed reintegration programming can impede dialogue with parties to conflict!

Ask learners: What can they do to address anticipated challenges and mitigate anticipated risks? (For suggested actions to address these challenges, see *Manual*, Table 13, p. 66)

SLIDE 5: WHY DO YOU NEED TO PREPARE?

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TRAINER NOTES

Review the reasons for investing in preparations for engaging with parties to conflict listed on the slide.

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SLIDE 6: PREPARATION MATTERS!



TRAINER NOTES

- There are two types of scenarios for engagement with parties to conflict:
 - <u>Expected interactions</u> where staff foresee and plan opportunities for engagement with parties to conflict on child protection concerns, such as DDR processes, negotiations on action plans and involvement in peace processes.
 - <u>Unexpected interactions</u> where staff need to engage with parties to conflict unexpectedly and without warning. For example, children may suddenly seek protection in UN compounds or bases after having left armed forces or groups.

Ask learners: Do you think that preparation matters less/more if the engagement is unexpected (i.e. staff need to engage with parties to conflict unexpectedly and without warning)?

In both instances, adequate planning and preparation, including contingency planning, are essential. For example, it is always useful to know the structure and motivations of the concerned party in advance.

Let's take a closer look at some of the aspects to consider before engaging with parties to conflict.

SLIDE 7: KEY CONSIDERATIONS FOR ENGAGEMENT



TRAINER NOTES

in UN Field Mission

You can use these key considerations to analyse different parties to conflict in your mission context and inform your engagement strategy.

Go over the key considerations listed on this slide and discuss with leaners why it is important to analyse each of these aspects. For example, why is it important for them to know the party's internal structure or the mission leadership's attitudes and practices towards engagement with the concerned party? What other aspects should they consider when engaging with a party to conflict?

Table 11 of the *Manual* (p. 59-60) lists additional aspects to consider before engaging with parties to conflict and explains the rationale for doing so.

- Now we will talk about two specific areas where child protection staff are most frequently engaging with parties to conflict:
 - Developing and implementing action plans to end and prevent grave violations against children, as mandated by the UN Security Council;
 - Supporting the release and reintegration of girls and boys associated with armed forces and armed groups.
- For both of these areas, let's talk about your previous experiences and what additional aspects you should keep in mind moving forward.

SLIDE 8: GROUP DISCUSSION: ENGAGING ON ACTION PLANS



TRAINER NOTES

Y ACTIVITY: Group discussion: Engaging on action plans

Specialized Training Materials for Child Protection Staff **AIM:** Learners will reflect on their current approaches of engaging parties to conflict on action plans and options for improvement.

TIME: 20 Minutes

ACTIVITY GUIDELINES:

Discuss the questions on the slide. Some of the focus of the discussion may depend on the status of action plans in the country where learners are deployed.

- If the training takes places in a country where an action plan is signed/ or implemented, make sure to explicitly refer to this as part of the discussion.
- If efforts are underway to have an action plan signed, or if efforts to sign an action plan have not been successful, encourage learners to discuss why this might be the case.

While facilitating this discussion, keep in mind that there are no right/wrong answers to these questions. It is important for learners to reflect on their practices and be more conscious of the motivations and interests of the party they are seeking to engage with, as well as of the relationships and dynamics within the mission regarding engagement with the party in question.

SLIDE 9: KEY ASPECTS FOR A SUCCESSFUL ACTION PLAN



TRAINER NOTES

- Here is an overview of some key requisites for successfully developing and implementing an action plan with a party to conflict. This includes:
 - <u>Political interest</u> of the potential signatory party in the action plan
 - <u>Consistent and repeated advocacy</u> of SRSG/Head of Mission (HOM), which may require advocacy within the mission
 - <u>Unconditional access</u> for the UN to barracks, military training centers, or camps of the party to conflict in question
 - Effective coordination, including
 - among CTFMR co-chairs

- with party to conflict, for example through appointment of child protection focal points within the government or non-State armed group(s) to act as counterparts for the mission
- Context-specific action plan, alongside an implementation plan
- <u>Regular monitoring</u> on the implementation of the action plan by CTFMR
- <u>Financial and other resources</u> to support the signatory party in implementing the action plan.

Ask learners if they agree/disagree with these points or would like to add other points to this list.

SLIDE 10: GROUP DISCUSSION: RELEASE AND REINTEGRATION OF ASSOCIATED CHILDREN



TRAINER NOTES

ACTIVITY: GROUP DISCUSSION – RELEASE AND REINTEGRATION OF ASSOCIATED CHILDREN

AIM:

Learners will reflect on current approaches of engaging parties to conflict on the release and reintegration of children associated with armed forces or armed groups' options for improving this engagement.

TIME:

20 Minutes

ACTIVITY GUIDELINES:

- 1) Discuss the questions on the slide. If the training takes places in a country where there are formal or informal release and reintegration processes, make sure to explicitly refer to this as part of the discussion.
- 2) Share the handout (see below) with learners. Go over do's and don'ts and explain points that have not come up in the previous discussion. You may also want to share some examples with learners about your own experiences engaging with armed forces/groups on the release and reintegration of children – discussing what has worked or not worked and why.
- Handout: Dos and don'ts for supporting the release and reintegration of associated children

SLIDE 11: GROUP EXERCISE: PREPARING FOR ENGAGEMENT



TRAINER NOTES

Y ACTIVITY: GROUP EXERCISE: PREPARING FOR ENGAGEMENT

AIM:

Learners will prepare a strategy for engagement with parties to conflict on a specific child protection issue relevant to their mission.

TIME:

40 Minutes

ACTIVITY GUIDELINES:

- 1) Divide learners into groups of 4-5 people.
- 2) Share the handout with them, go over the tasks listed on the slide/handout, and give them 30 minutes for working on these tasks.
 - Handout: Preparing for engagement
- 3) During the debrief, ask learners to share what they have learned from doing this exercise about engaging with armed forces/groups.

This group activity is a good opportunity for learners to apply some of the learnings to their actual work in this area. Encourage learners to challenge their usual ways of engaging with parties to conflict in the mission and think "outside the box."

SLIDE 12: TAKEAWAYS



TRAINER NOTES

Reiterate to learners that this session focused only on a few key pieces of engaging with parties to conflict and point them to other relevant resources on this issue, including those listed in the *Manual* (p. 68-69).

Handout: Do's and don'ts for supporting the release and reintegration of associated children

DO'S	DON'TS
 Advocate for a reference to commitments on children and armed conflict (e.g., action plan) in peace/ceasefire agreements. Adapt advocacy messages to each armed force and group. Use monitoring activities as an opportunity to engage in dialogue with armed forces and groups on child rights and protection issues. Familiarize oneself with the DDR process for both adults and children. Obtain relevant pre-identification and identification forms of associated children in advance and be able to explain them to others. Designate and train child protection focal points within the armed forces to support the identification/verification of children and sensitize their assigned units. 	 Directly tie the release and reintegration of children to peace/cease negotiations or the establishment/implementation of a national DDR process. Assume armed forces/groups understand the definition of "child" or "child soldier" and the relevant international legal framework. Raise expectations among armed forces/groups regarding benefits in exchange for the release of children. Presume that the same strategies will result in the release of all children, including girls, from armed forces and groups. Share personal information of the associated or formerly associated children. Forget that the primary responsibility for the release and reintegration of children rests with the host government.

Handout: Preparing for engagement

<u>Tasks</u>

- 1) Identify a current child protection issue in your mission area (e.g. action plan, DDR for children) that requires engagement with a party to conflict.
- 2) Discuss the following questions:
 - a) Are you engaging with the right person(s) within the party to conflict on this issue?
 - b) What is the party's interest for engaging with you on this issue?
 - c) How can you engage the party more effectively?
 - d) What are the mission's attitudes and practices towards this party?
 - e) How can you better utilize the mission to support your efforts?
 - f) What approach would be best suited to engage with the party to conflict on this issue (e.g. public/private advocacy, messages, use of messengers)?

Module 5: MAINSTREAMING CHILD PROTECTION

OVERVIEW

This module examines how child protection staff can engage and support other mission components in carrying out the UN's child protection mandate through mainstreaming activities. Mainstreaming is an approach for integrating the protection of children in armed conflict into all aspects of UN field missions, including strategies, policies, trainings, and other activities. This approach allows the UN to utilize all mission staff - their different types of expertise, networks and capacities - to ensure more comprehensive and better protection of children.

LEARNING OBJECTIVES

By the end of this module, learners should be able to:

- Explain key approaches to mainstreaming
- Prepare messages to increase the mission's support for child protection
- Illustrate elements of effective design of child protection trainings for various mission components.
- Propose options for mission components to engage on child protection.

ACTIVITIES

- Group discussion: Training (30 min)
- Group exercise: Mainstreaming plan (40 min)

HANDOUT

• Handout: Development of mainstreaming plan

SESSION TIME

• 2 hours
SLIDE 1: INTRODUCTION



- This module examines how child protection staff can engage and support other mission components in carrying out the child protection mandate through mainstreaming activities. Mainstreaming is an approach for integrating the protection of children in armed conflict into all aspects of UN field missions, including strategies, policies, trainings, and other activities. This approach allows the UN to utilize all mission staff their different types of expertise, networks and capacities to ensure more comprehensive and better protection of children.
- After a short introduction to mainstreaming, we will primarily focus on the three mainstreaming approaches that are most relevant for you as child protection staff:
 - 1) Advocacy within the mission
 - 2) Training for other mission components
 - 3) Organizational reform

SLIDE 2: LEARNING OBJECTIVES



- This module aims to build your skills in engaging other colleagues in the mission on child protection. At the end of this module, you should be able to
 - o Explain key approaches to mainstreaming
 - Prepare messages to increase the mission's support for child protection
 - Design appropriate child protection trainings for various mission components
 - Propose options for other mission components to engage on child protection.



TRAINER NOTES

Mainstreaming child protection has always been a core aspect of child protection staff's work in UN field missions. However, the 2017 Child Protection Policy focuses on this theme and clearly defines the roles and responsibilities of almost all mission components, including the mission leadership (i.e. SRSG/HOM), the UN Police, the civilian sections and the military components. It requires some of these sections to create child protection focal points. The Policy validates child protection mainstreaming work and provides a framework for how you can systematically integrate child protection issues into your mission's work.

SLIDE 4: MAINSTREAMING APPROACHES



TRAINER NOTES

- There are a number of reasons why mission colleagues may neglect child protection concerns. For example, they may not know their roles and responsibilities on this issue, consider it a lower-ranking priority and/or do not know how to integrate the issue into their work. It is your role to address these challenges and mobilize your colleagues on this issue.
- There are three mainstreaming approaches (or tools) you can use to address these challenges and mobilize your colleagues on child protection:

As you're introducing the three mainstreaming approaches listed on the slide, ask learners to give you some examples for each category.

• Advocacy within the mission: means influencing mission leadership or

specific mission components to reflect Child Protection concerns.

- **Training mission staff:** means building the capacity of mission staff so that they can better contribute to the child protection mandate.
- **Organizational reform:** means changing the mission's approaches, structures and processes so that mission staff can eventually apply a childsensitive approach on their own. This usually involves creating child protection focal points within components, developing mission-wide child protection plans, and producing relevant policy guidance.

SLIDE 5: ADVOCACY WITHIN THE MISSION



TRAINER NOTES

The Child Protection Section has direct access to relevant strategic decision-making and management meetings in the mission, based on the Security Council mandate.

If the training is for learners working in "consolidated" missions, explain that the Head of the Human Rights Component facilitates direct access of the Senior CPA to the mission senior leadership.

However, access alone does not translate into influence. As child protection staff, you need to know how to successfully convey your messages in an environment of competing priorities and urgent requests.

Here are five practical tips to help you conduct effective internal advocacy:

- 1) **Make it relevant**. This means making sure that the child protection issues you are tackling respond to and align with the mandate of the mission and the mission's strategic and political priorities.
- 2) Be consistent. This means making sure that the mission speaks with one voice on child protection issues. For example, you should regularly remind colleagues of the mission's child protection mandate and ensure that they promote the same key messages on core issues.
- 3) **Find allies**. This means winning the support of relevant colleagues who are willing and able to provide support for child protection efforts from their unique position within the mission. For example, the mission leadership is more likely to grant a special flight for a field mission if several civilian components request it.
- 4) **Decentralize.** This means visiting and engaging heads of regional sub-offices to discuss and promote support for child protection issues so that they can effectively engage on child protection concerns at their level.

Ask learners to share instances where they have used one of these tips or where using these tips would have been helpful. Be prepared to give some examples from your own experience working in missions.

Invite learners to guess what the final tip for advocacy within the mission is before showing the next slide.

SLIDE 6: LEVERAGING THE UN SECURITY COUNCIL CHILDREN AND ARMED CONFLICT AGENDA



TRAINER NOTES

5) Leverage the mission's strategic components. UN field missions work across strategic, operational and tactical levels (see slide). While child protection staff conduct most mainstreaming efforts at the operational and tactical levels, keep in mind that there are other channels that allow you to influence the strategic and political levels, including through reports submitted to the SCWG-CAAC and by working with the Office of the UN Special Representative on Children and Armed Conflict (OSRSG-CAAC). Ask learners if they have examples of leveraging the strategic level for advocacy and make connections to Module 2: Monitoring and Reporting.

SLIDE 7: GROUP DISCUSSION: TRAINING FOR MISSION COMPONENTS



TRAINER NOTES

Y ACTIVITY: GROUP DISCUSSION: TRAINING FOR MISSION COMPONENTS

AIM: Learners will gain knowledge on designing trainings that meet the needs of their target audience.

TIME: 30 Minutes

ACTIVITY GUIDELINES:

Facilitate a group discussion based on the questions listed on the slide. You should highlight the following key messages during or after the discussion:

- The need to adapt training to different audiences: Child protection staff should gather relevant information about their target audience (e.g. background, capacities, motivations, needs), especially when preparing longer, more specialized trainings. For example, trainers can talk to some of the trainees in advance or send out a short survey to assess needs, skill and knowledge levels, language preferences etc.
- The possibility of using existing standard training modules: DPO has developed specialized training for members of the UN Police and UN peacekeepers, primarily military personnel and Formed Police Units (FPUs). Child protection staff can use these presentations and practical exercises when preparing their training materials. Learners can find overviews of these trainings and references in the *Manual* (p.19)
- The need to evaluate and update trainings: Child protection staff should always evaluate training sessions to improve future activities. For example, they can directly ask trainees about their experience of the training, can ask trainees to fill in feedback forms at the end (see template in *Manual*, Annex 3, p. 101) and can also ask them for feedback during the training. When possible, child protection staff should follow up with trainees in the field after 1-2 months to find out if/how they are applying the knowledge/skills from the training. Based on the feedback, staff can make adjustments for future trainings.

Trainings are one possible way to increase mission components' understanding of child protection work. Another effective way to mainstream child protection is for child protection staff to work alongside other mission components, for example going with colleagues from Civil Affairs, UNPOL, MILOBs and others for monitoring or advocacy missions. This allows other mission components to learn how child protection works in practice and how they can contribute to these efforts.

<section-header> SLIDE 8: PRACTICAL TIPS FOR TRAINING DELIVERY Some practical tips for training delivery Structure the presentation Contextualize content Involve the audience Use visual aids Prepare handouts

- Just as important as preparing a robust training is its delivery! Here are some practical tips for training delivery:
 - **Structure the presentation.** Start the presentation with a brief overview of the module's main points and conclude with a brief summary.
 - **Contextualize content.** Share facts, trends and experiences from the specific mission context and the region where trainees are deployed.
 - **Involve the audience**. Ask participants questions about their views and experiences and use interactive exercises and methods, particularly for longer sessions (e.g. simulations, role plays, small group discussions with debriefing).
 - Use visual aids. Reinforce key points and illustrate complex concepts by using multimedia and visual aids (e.g. photos, movies, graphs, whiteboard, etc.), reinforce key points and illustrate complex concepts.

• **Provide handouts**. Use handouts that include key information related to the presentation (e.g. trends, guidelines, checklists) and contact details of the relevant child protection focal point(s). When possible, this should be coordinated with the Gender unit and SEA focal point to develop common tools or handouts.

SLIDE 9: PURPOSE OF ORGANIZATIONAL REFORMS



TRAINER NOTES

We have now discussed two mainstreaming tools – advocacy with the mission and training of staff. Let's talk about the potentially most powerful mainstreaming tool: organizational reform.

F Ask learners what they think organizational reforms are in the context of mainstreaming. Ask them to give examples of organizational reforms.

- Organizational reforms for child protection mainstreaming aim to:
 - Empower relevant mission staff to apply child-sensitive approaches on their

own;

- Contribute to the mission's institutional memory on child protection (e.g. mission-specific policy guidance on child protection);
- Build ownership among mission staff on the child protection mandate.
- We will now take a closer look at three types of organizational reforms: 1) creating focal points, 2) developing mission-wide child protection plans, and 3) preparing policy guidance on child protection for the mission.
- For more active learner engagement, ask learners the following questions:
 - How have you used this mainstreaming approach (i.e. focal points, mainstreaming plans and mission policy and guidance)?
 - How useful do you think are these approaches for your work on child protection?

SLIDE 10: FOCAL POINTS



TRAINER NOTES

- Establishing child protection focal points involves training staff on child protection and supporting a few select individuals so that they can assume certain responsibilities (e.g. training, information-sharing) for their mission components and serve as an interface between child protection staff and their peers. As members of their component, focal points can ideally act as 'advocates' for child protection issues from within their component.
- Some components are required to appoint child protection focal points. For example, the UN Infantry Battalion Manual (2020) and the 2017 Child Protection Policy require UN military contingents to appoint child protection focal points at mission headquarters, within UN Battalions, and within Company Headquarters. Similarly, the 2017 Child Protection Policy requires the UN Police (UNPOL) components to designate a police child protection focal point at mission headquarters and in field offices. Child protection staff have also helped set up focal points within UN military observers (MILOBs) as well as other sections.
- Having focal points requires agreement with the relevant unit to prioritize and commit to appointing focal points, clear terms of reference and regular communication between the child protection team and the designated focal point(s).

For sample ToRs for child protection focal points within mission components, see Annex 4 of the *Manual* (p. 102-107).

SLIDE 11: MAINSTREAMING PLANS



- Mission-wide, mainstreaming plans involves child protection staff motivating and supporting other mission components to work together with them on addressing child protection issues. Plans can focus on child protection overall or specific thematic issues relating to child protection (e.g. fighting impunity against perpetrators of grave violations against children, prevention of SEA).
- Developing and implementing mainstreaming plans requires child protection staff to coordinate and agree with relevant mission components as a group or bilaterally on objectives, specific actions each partner is willing to take, support

needed from the child protection team, and methods for monitoring and evaluating progress.

SLIDE 12: MISSION POLICY AND GUIDANCE



TRAINER NOTES

Developing policy or guidance documents for missions is one of the most sustainable ways to bring about organizational change.

Ask learners to name some possible mission-specific policy or guidance documents on child protection.

Here are some possible responses:

• **Directives,** e.g. force commander's directives on protection of children (see Annex 4: Sample directives relating to protection of children).

- Standard operating procedures (SOPs), e.g. SOPs for UNPOL or UN Military Observers relating to child protection, including reporting templates and guidance on reporting channels and referral procedures (with an updated list of contacts).
- **Terms of Reference (ToRs)**, e.g. requirement for including child protection focal points in ToR of joint protection or human rights missions.
- **Guidelines**, e.g. appropriate conduct during interaction with children and prevention of all forms of child exploitation and child labour.

Developing mission policies or guidance involves using international norms and standards on children's rights, including aspects of the 2017 Child Protection Policy, and applying them to the specific mission context. You should work with the relevant mission component(s) on appropriate content and language during the adoption or approval process of policies and guidance. Mission leadership or the head of the relevant mission component are in charge of disseminating and ensuring implementation of policies and guidance.

Note that annex 5 of the *Manual* includes sample directives related to child protection (p. 108-116).

SLIDE 13: GROUP EXERCISE: MAINSTREAMING PLAN



TRAINER NOTES

Y ACTIVITY: GROUP EXERCISE: MAINSTREAMING PLAN

AIM: Learners will discover what options they can present to other mission components for engaging on child protection.

TIME: 40 Minutes

ACTIVITY GUIDELINES:

- 1) Split learners into groups of 4-5 people
- 2) Distribute the handout and ask them to prepare a short mainstreaming plan in 20 minutes. Note that the handout also includes a sample mainstreaming plan as a reference.
 - Handout: Development of mainstreaming plan
- 3) After that, invite each group to report back on their key outcomes and share with the rest of the group what they have learned from this exercise.

In the debrief, highlight the range of options that are developed by each group and emphasize that there are many different ways to mainstream a plan depending on the audience, the context and the child protection issue.

SLIDE 14: TAKEAWAYS



TRAINER NOTES

F

Review these takeaways.

It is useful to have a discussion with learners on the opportunities and risks of mainstreaming child protection. While this module emphasized the advantages of mainstreaming child protection, there are also a number of risks of mainstreaming that learners should be aware of. For example, some mission components (e.g. military or police child protection focal points) may engage on child protection tasks that require more specialized training (e.g. interviewing children) or conduct activities (e.g. child protection monitoring) without informing child protection staff.

Some questions to discuss are: What are potential risks of mainstreaming? How can child protection staff mitigate them? Remind learners that the 2017 Child *Protection Policy* clearly lays out the roles and responsibilities of each mission component on child protection and is an important reference tool for colleagues within the mission.

Handout: Development of mainstreaming plan

<u>Tasks:</u>

- 1. Identify a child protection issue in your mission area.
- 2. Prepare a mainstreaming plan using the template below.
- 3. Be prepared to report back in 20 minutes.

Child protection issue/objective	Partners	Partners' actions	Support required from CP staff

Sample mainstreaming plan

Child protection issue/objective	Partners	Partners' actions	Support required from CP staff
Stop unlawful detention of children formerly associated with armed forces/groups by national police	UNPOL	Training of national police	Technical support for UNPOL's CP trainings
	Justice/RoL/ Corrections/Human Rights	Notify CP team if children spotted during prison visits	Guidance on information as necessary
	Head of Office	Raise issue with local authorities	Memo/briefing with key points

Module 6:

COORDINATION WITH EXTERNAL ACTORS

OVERVIEW

This module helps child protection staff identify relevant external actors, including government entities, UN agencies, and non-governmental organizations, that child protection staff should liaise with as part of their coordination function. UN field missions rely on support from these actors to carry out the child protection mandate, particularly in terms of referring children to service providers for assistance.

LEARNING OBJECTIVES

By the end of this module, learners will be able to:

- Explain why it is essential for UN field missions to coordinate with external actors on child protection;
- Describe the role of child protection staff in coordinating with external actors;
- Identify relevant external actors for the mission's work on child protection.

ACTIVITIES

• Group exercise: Actor mapping (60 min)

HANDOUT

• Handout: Actor mapping

SESSION TIME

• 1.5 hours

SLIDE 1: INTRODUCTION



- UN field missions often rely on support from external actors to carry out the child protection mandate, particularly when it comes to programmatic responses. To facilitate this, child protection staff should establish strong, reliable networks and functional referral pathways with relevant external actors, including government entities, UN agencies, NGOs, parties to conflict, etc.
- This module focuses on coordination with external actors. At the same time, child protections staff also coordinate on child protection within the mission as part of mainstreaming. In addition, they also coordinate closely with the OSRSG-CAAC, which leads efforts of mainstreaming concerns of children affected by armed conflict across the UN system.
- Coordination is a cross-cutting issue and important for all your work as child protection staff, including monitoring and reporting, advocacy, engagement with parties to conflict and mainstreaming child protection within the mission.

SLIDE 2: LEARNING OBJECTIVES



TRAINER NOTES

After this module, learners should be able to:

- Explain why it is essential for UN field missions to coordinate with external actors on child protection;
- Describe the role of child protection staff in coordinating with external actors;
- o Identify relevant external actors for the mission's work on child protection.

Before going to the next slide, ask learners why they think coordination is essential for the mission to deliver on its child protection mandate.

SLIDE 3: WHY IS COORDINATION IMPORTANT?



- Coordination is essential for the mission to deliver on its child protection mandate.
 Some reasons for coordinating with partners are to:
 - Benefit from different actors' access to certain geographical areas, sources of information and advocacy targets. For example, you may be able to partner with civil society organizations in a remote area to gather information on grave violations or conduct sensitization campaigns.
 - Avoid duplicating efforts, which is important given that the child protection contingent tends to be small. Also remember that lack of coordination can do harm, for example when actors re-interview survivors or witnesses of violence.
 - **Strengthen local capacities**, by working with external actors on child protection issues. For example, by asking the government entity responsible for children's services to join you for prison monitoring can be an important learning experience for them.
 - Ensure that child survivors can access support services. The UN field mission does not offer any services for children. Liaising with relevant service

providers is thus fundamental to ensure that affected children will receive the medical, psycho-social, legal and other support they need.

- **Bolster advocacy efforts**. For example, some service providers may know about violations committed against children but are reluctant to engage in advocacy efforts themselves for fear of losing their humanitarian space. However, they may be willing to share this information with child protection staff to bolster advocacy efforts in the mission context.
- As these examples illustrate, coordination can benefit both the mission and its child protection partners!

Before going to the next slide, ask learners why coordination can be challenging? What are some of the main obstacles for effective coordination?

SLIDE 4: WHY IS COORDINATION CHALLENGING?



- Coordination also poses a number of challenges. It is important for you and your partners to be mindful of these challenges and to work together to address them. Among other reasons, challenges may be due to:
 - Entities' different mandates and approaches: For example, if other actors

have lower security and confidentiality standards, child protection staff may not be able to share data, particularly sensitive data, with them due to potential harm to survivors and others.

- **Competition for attention and resources**: For example, some entities may prefer to take action on their own to minimize logistical complications, to more directly profile their work and/or to avoid having to share resources.
- Limited incentives for coordination: For example, there may be limited resources to support staff participation in coordination bodies.
- **Cost of coordination**: For example, having to mobilize multiple actors quickly can be complicated and may lead to delayed responses.

Discuss with learners how they can mitigate some of these challenges. For example, one option for limiting the cost of coordination is to make sure all partners add value to the effort and to assign clear roles and responsibilities of all those involves. Similarly, partners can develop standard operating procedures for information management based on relevant international child protection standards.



SLIDE 5: ROLE OF CHILD PROTECTION STAFF IN COORDINATION

TRAINER NOTES

- Child protection staff take a lead role in coordinating efforts to protect children in armed conflict. Your roles and responsibility in coordinating with partners on child protection are laid out in the 2017 Child Protection Policy. In summary, your role is to:
 - Act as an **entry point** for relevant external actors to engage with UN field missions on relevant child protection concerns.
 - Educate mission staff about medical, legal and other services that external actors provide for child victims/survivors of violations, and referral systems.
 - Engage on monitoring, reporting and advocacy activities with relevant mission components and its partners, including co-managing the Country Task Force on Monitoring and Reporting (CTFMR), where it exists.
 - Mobilize external technical capacity when needed within the immediate operating environment.

The overarching goal of these efforts is for UN field missions to leverage the comparative advantages of the different actors in the field in order to advance the

protection, rights and well-being of children.

SLIDE 6: GROUP EXERCISE: ACTOR MAPPING



TRAINER NOTES

Y ACTIVITY: GROUP EXERCISE: ACTOR MAPPING

AIM: Learners will conduct an actor mapping to identify and analyse relevant external actors for the mission's work on child protection.

TIME: 60 Minutes

ACTIVITY GUIDELINES:

- 4) Split learners into groups of 4-5 people and distribute the handouts to them.
 - Handout: Actor mapping
- 5) Go over the instructions on the handout. Groups should be prepared to report back to the plenary in 40 minutes. Ask them to spend no more than 20 minutes on the mapping so that they have enough time for the analysis part.
- 6) After 40 minutes, invite each group to report back on their key outcomes and share with other the other groups what they have learned from this exercise (20 min).

In the debrief, emphasize that coordination is essential for the mission to deliver on the child protection mandate. However, it is critical to carefully choose who to coordinate with and on what issues. Doing such a mapping can help child protection staff be more strategic in their coordination efforts.

SLIDE 7: TAKEAWAYS



TRAINER NOTES



Review these key takeaways.

Handout: Actor mapping

An actor mapping gives you a visual tool that allows you to describe these relationships. The mapping can help you identify and better understand the actors you are currently interacting with and also identify new actors and possible new relationships that you may want to explore moving forward.

<u>Tasks:</u>

- Identify relevant actors: Use post-it notes to write down the external actors that you and your child protection colleagues are engaging with, such as national authorities, UN agencies, international and national NGOs, civil society organizations, parties to conflict, etc. Post them on the flipchart and use lines to describe each actor's relationship with the child protection or the mission and between each other. You can use dotted lines to indicate weak relationships.
- 2. Analyse actors and relationships by discussing the following questions:
 - a. <u>Existing relationships</u>: Which external actors are child protection staff primarily interacting with? Are these the right actors to coordinate with? Why or why not?
 - b. <u>New relationships</u>: Who else should child protection staff be coordinating with on child protection because of their technical expertise, geographical reach or other factors?
 - <u>Coordination among actors</u>: Are relevant actors coordinating effectively among each other to ensure adequate responses and prevent violations?
 What can child protection staff do to improve their coordination?
- 3. Be prepared to report back to the plenary in 40 minutes.

Module 7: PLANNING, MONITORING AND EVALUATION

OVERVIEW

Module 7 presents child protection staff with basic approaches for effective and efficient work management, including planning, monitoring and evaluation. As child protection staff are facing a number of internal and external pressures – such as rising protection needs, resource constraints and mandate constraints - having these plans will help them be more organized and enable them to demonstrate the results of their work.

LEARNING OBJECTIVES

By the end of this module, learners should be able to:

- Assess child protection needs in the mission's area
- Create a mission-specific child protection strategy
- Define elements of a basic monitoring and evaluation plan

ACTIVITIES

- Group exercise: Mini-needs assessment (45 min)
- Group exercise: Strategic planning (45 min)
- Quiz: Indicators (10 min)

HANDOUT

- Handout: Mini-needs assessment
- Handout: Strategic planning

SESSION TIME

• 2 hours

SLIDE 1: INTRODUCTION



- So far, you have primarily learned about core roles and responsibilities, including monitoring and reporting, advocacy, engagement with parties to conflict, mainstreaming, and coordination. Module 7 is about setting up the organizational structure to boost efforts in all of these areas!
- This module presents basic approaches for effective and efficient work management, including planning, monitoring and evaluation. As you are facing a number of internal and external pressures – such as rising protection needs, resource constraints and mandate constraints, having these plans will help you be more organized and enable you to demonstrate the results of your work.

SLIDE 2: LEARNING OBJECTIVES



TRAINER NOTES

After this module, you should be able to:

- o Assess child protection needs in the mission area;
- Create a mission-specific child protection strategy ;
- Define elements of a basic monitoring and evaluation plan.
- This module will teach or refresh you on the basics of how to prepare a needs assessment, a strategic plan and an M&E framework. We realize that you have very little time for this type of in-depth planning and will thus focus on the essentials of the planning process. In the end, this is not about creating the "perfect logical framework" but helping you get organized to work more effectively.
- At the same time, it is important to note that planning usually takes days and cannot be completed in the few hours we have available for this training. It requires dedicated time working with your team – and maybe also other mission components - to develop (or improve) your needs assessment and strategic, work and M&E plans.

The *Manual* includes other resources to guide planning, monitoring and evaluation processes for UN field mission staff and others (p. 90). Depending on the needs of learners, you can use some of these resources to expand on this module or suggest readings in preparation of this session. In particular, aspects of the following guidance documents developed for other civilian mission components may also apply to child protection staff:

- Department of Peacekeeping Operations and Department of Field Support, *Civil Affairs Handbook* (2012), chap. 8, pp. 112–125, available at <u>https://peacekeeping.un.org/sites/default/files/civil_affairs_handbook.pd</u> <u>f</u>
- Department of Peacekeeping Operations/Office of Rule of Law and Security Institutions, Planning Toolkit (2012), available at <u>https://peacekeeping.un.org/sites/default/files/planning_toolkit_web_ver_sion_0.pdf</u>
- Integration Mission Planning Process Guidelines for the Field outline the standards for integrated strategy, planning and coordination at the country level. Available at the Policy and Practices database on the POINT intranet: <u>http://ppdb.un.org</u>.

3

Need for Strategy Survey results on guidance needs of child protection staff: 100% 92.5% 80% 60% 40% 20% 00 Other To look up To learn To orient To be more new CP staff guidance on from good (please specific practices specify) strategic issues

SLIDE 3: NEED FOR STRATEGY

TRAINER NOTES

Training for Child Protection Staff

in UN Field Missions

Before going into the substance of this module, I wanted to show you this graphic from a survey DPO/DPPA conducted with child protection staff worldwide in 2017 to inform the development of the *Manual* and this training. One survey question asked: How would you use guidance on child protection for UN field missions? The overwhelming response (92.5 percent) was "to be more strategic". This survey result is one of the reasons why both the *Manual* and this training put an emphasis on strategic planning.


TRAINER NOTES

- The work of child protection staff follows a work cycle, which consists of four interconnected elements that build on each other. These are:
 - Needs assessment (i.e. identifying child protection needs)
 - Strategic planning (i.e. deciding on priority needs, objectives, and strategies to focus on)
 - Implementation and monitoring (i.e. carrying out the work and monitoring how well the approaches are working)
 - Evaluation (i.e. conducting an in-depth review of the effectiveness of the approaches used to meet their intended objectives)
 - In addition to these four elements, it is important to feed the results of the evaluation back into the needs assessment and analysis.
- There is often a tendency to focus only on the "implementation" piece of our work. However, taking a more comprehensive approach enables you to direct your resources to the most urgent needs and in the most effective and efficient manner. It also encourages a culture of 'continuous learning' where you reflect and learn from past actions and adjust your approaches accordingly. Let's look at each of the elements of the work cycle.

SLIDE 5: NEEDS ASSESSMENT



TRAINER NOTES

- A needs assessment provides the basis for a child protection team to select its priorities, objectives and strategies in its mission area. It allows you to understand the status quo of current child protection needs and gives a baseline against which to measure progress.
- The key is for the assessment to go beyond a simple description of *what* is happening and explore *why* child rights violations are happening. Some of the key aspects to examine are:
 - Threats and (alleged) violations against children due to conflict
 - Vulnerability factors for children
 - Impacts of violations on affected children and communities
 - Presence/performance of protection mechanisms for children and other civilians, including accountability mechanisms
 - Operational environment
- You can find a table with specific questions for each of these areas in the Manual (p. 81).

Ask learners what type of questions they would explore to assess threats and (alleged) violations against children due to conflict for example?

Possible responses (i.e. questions to explore):

- What are the main violations/threats children face? Are there any patterns of violations? Where are these violations primarily occurring? Why are these violations occurring?
- Who are the main perpetrators of grave child rights violations?
 What are the known or presumed motivations and capacities of perpetrators for committing the violations?
- Which actors (e.g. commanders, government authorities) bear indirect responsibility for violations? For armed forces/ groups: what is the chain of command and how well does it function?
- In order to answer these questions and prepare your assessment, you should build on existing assessments and consult a variety of sources
 - Ask learners where they may find information for their assessment.

Possible responses (i.e. sources of information for assessments):

Evaluations, internal mission reports, public and informal reports (e.g. UN entities, NGOs, national government, academic and research institutes, media outlets), and information from key stakeholders (e.g. meetings, interviews, coordination events).

Let's do a practical exercise on needs assessments. Keep in mind that this would normally take much longer and require additional research. Our exercise now is just a glimpse at the process.

SLIDE 6: GROUP EXERCISE: MINI-NEEDS ASSESSMENT



TRAINER NOTES

Υ ACTIVITY: GROUP EXERCISE: MINI-NEEDS ASSESSMENT

AIM:

Learners will learn how to undertake a needs assessment on child protection in their mission area.

TIME:

45 Minutes

ACTIVITY GUIDELINES:

- 1) Divide learners up into smaller groups of 4-5 people and set the scene for the exercise:
 - The incoming SRSG, who arrived in the country last week, requested all substantive mission components to prepare briefings on the current situation in the mission area. The meeting is scheduled to take place in 40 minutes.
 - Your tasks are to:

- 1. Conduct a child protection needs assessment for your mission area focused on:
 - Conflict-related violations/threats against children
 - Impact of violations on children/communities
- 2. Prepare a 3-5- minute briefing for an incoming SRSG to present your findings.
- 2) Distribute the handout and ask groups to be prepared to present their briefings in plenary in 30 minutes. They should take about 20 minutes for preparing the needs assessment and 10 minutes for preparing the briefing.
 - Handout: Mini-needs assessment
- 3) After 30 minutes, invite one member of each group to give a briefing to the incoming SRSG (played by you or another trainer).
 - In the debrief, make sure that learners respect the 3-5 minute time frame and focus on the two aspects they were supposed to cover in their briefing. This exercise also allows learners to practice their advocacy skills. You may want to remind them of what they learned in Module 3 (Advocacy) about tailoring their messages to advocacy targets.

Note that the *Manual* includes additional resources with detailed guidance on conducting needs assessments (p. 90).





TRAINER NOTES

Based on the needs assessment, child protection teams would develop a strategic plan. A strategic plan enables you to lay out the priorities, objectives, and activities for your team in your mission area for a specific period of time, usually 3-5 years. The plan can guide your team in deciding how to allocate your limited resources to achieve your goals. It also helps you leverage additional resources and support within the mission and with external actors. The slide shows the 5 key steps involved in preparing a strategic plan. Let's go through them one by one before doing an exercise on strategic planning.

SLIDE 8: STEP 1) IDENTIFY PRIORITIES

Step 1. Identify Priorities	
 Selection criteria: Significance of issue Expected results Mission's and Child Protection's mandate and priorities Feasibility 	
W Training for Child Protection Staff in UN Field Missions	8

TRAINER NOTES:

- The needs assessment and analysis will likely point to a large number of problems and issues concerning children in armed conflict in your mission area. During this first step, you must identify the areas in which you believe you can make the biggest contribution. For example, priorities may revolve around behaviours or practices (e.g. impunity for violations), types of violations (e.g. attacks against schools), and/or a specific set of actors (e.g. police, party to conflict, government authorities).
- The strategic plan should clearly explain the rationale for choosing certain priorities over others. Possible criteria for selecting child protection priorities in your mission area are:
 - **Significance of the issue** (i.e. likelihood, severity and impact of the violation/threat)
 - **Expected results** from child protection staff involvement (i.e. gaps that child protection staff are unique positioned to fill)
 - Mission's (child protection) mandate/priorities (i.e. relevance of issue to the mission, the mission's child protection mandate and the global Children and Armed Conflict Agenda)
 - Feasibility (i.e. available resources and operational environment)

SLIDE 9: STEP 2) DEFINE OBJECTIVES



TRAINER NOTES

 Next, produce 3-5 specific and measurable objectives to address the identified priority issue(s).

Go through each of these types of objectives (i.e. behavioural, institutional, process) and ask learners what they think this means and give some examples.

✓ Behavioural objectives (i.e. changing the behaviour of a specific person or group of people, such as government authorities, parties to conflict, communities, victims/survivors.

Example: By 2021, reduce the number of children recruited or used by government forces by 20%.

Institutional objectives: (i.e. reforming laws, policies, long-term commitments)

<u>Example</u>: By 2021, have non-State armed group X sign an action plan to end recruitment and use of children in armed conflict.

 ✓ Process objectives (i.e. creating the conditions for achieving lasting behavioural or institutional objectives (interim objective)

Example: By 2021, have an established partnership with 5 civil society partners to monitor grave violations in a locality where the mission has limited access.

SLIDE 10: STEP 3) DEVELOP ACTIVITIES



TRAINER NOTES

Based on your objectives, you would develop some activities. You can use your five core functions - monitoring and reporting, advocacy, engagement with parties to conflict, mainstreaming, and coordination - to identify different types of activities to meet your objectives. The slide lists some sample activity types for each of your functional areas. You should also look at your current set of activities to see how you can adapt them to achieve your objectives.

SLIDE 11: STEP 4) REVIEW RESOURCES

Step 4: Review resources	;
Review available resources, including — Staff capacity — Funding — Support within the mission — Support through external partners	
W Training for Child Protection Staff in UN Field Missions	11

TRAINER NOTES

- Based on your objectives and activities, you would check whether your available resources are sufficient to implement your plan successfully. This includes a review of:
 - Staff capacity (e.g. how many? What skills do they have? What is their field-based experience)
 - Funding (i.e. through the mission and through your team's own fundraising efforts)
 - Support through other mission components (e.g. focal points in the Police or Force)
 - Support through other external partners (e.g. partnership with NGO network for monitoring).

It is worth noting at this point that the most effective strategic plans are feasible and are developed based on existing resources and those that are likely to come through.

SLIDE 12: STEP 5) CONSIDER RISKS



TRAINER NOTES

Finally, assess possible risks in carrying out your plan and define ways for mitigating them. Risks can be:

- Programmatic risks (e.g. risks for child survivors as a result of your reports)
- Institutional risks (e.g. reputational loss for the UN due to incidents of sexual exploitation and abuse by peacekeepers)
- o Contextual risks (e.g. risk of escalation of conflict)
- $\circ~$ Other risks some risks maybe unique to the specific context in which you are working.

Encourage learners to thoroughly evaluate risks with their team and develop mitigation strategies. If the potential risks are too high for a particular activity, an alternative activity must be chosen.

Based on your multi-year strategic plan on child protection, you should put together your work plan, which includes objectives, activities, timelines, resources, partners and assigned staff. You can find a sample workplan in the *Manual* (Table 17, p. 86). During the implementation phase, your teams would monitor whether you are making progress in realizing your objectives and make adjustments as needed.

SLIDE 13: GROUP EXERCISE: STRATEGIC PLANNING



TRAINER NOTES

Y ACTIVITY: GROUP EXERCISE: STRATEGIC PLANNING

AIM:

Learners will practice how to apply some key steps of developing a strategic plan on child protection in their mission area.

TIME:

45 Minutes

ACTIVITY GUIDELINES:

- 1) Divide learners up into smaller groups of 4-5 people.
- 2) Distribute the handout and explain the exercise to them. Their task is to work on developing a mini-strategic plan for their mission area, focusing on one priority area (and objective) that is relevant to their mission context. This involves going through the 5 key steps involved in developing a strategic plan.
 - Handout: Strategic planning
- 3) After 30 minutes, invite a representative of each group to share key aspects of their plan (about 3-5 minutes per group).

Strategic planning provides a rare opportunity for staff to take a step back from their everyday activities and reflect on their priorities and approaches. In the debrief, ask learners:

- Was this a useful exercise for you? Why or why not?
- How can you integrate this type of strategic reflections in your regular work?

SLIDE 14: MONITORING AND EVALUATION



TRAINER NOTES

Monitoring and evaluation (M&E) can help you and your colleagues learn from your experiences and use this information as a basis for adapting and refining your current approaches and future planning. It also allows you to check if you are making progress in accomplishing your objectives, thus promoting internal accountability.



SLIDE 15: INDICATORS

TRAINER NOTES

Many of you are familiar with indicators which help you measure the results of your work:

- The results of activities are "outputs";
- The results of objectives are "outcomes";
- The results of your goals are "impacts".

Let's do a quiz to make sure you know the difference between outputs, outcomes and impacts since there is sometimes confusion on the differences between these terms.

SLIDE 16: GUESS THE INDICATOR



TRAINER NOTES

Y ACTIVITY: QUIZ - INDICATORS

AIM:

Learners will understand the difference between types of indicators.

TIME:

10 Minutes

ACTIVITY GUIDELINES:

Give learners 3-5 minutes to work individually to pair up each example (1-5) with an indicator type (A, B, C) and write down their responses on a piece of paper. Afterwards, discuss the answers with them, outlining differences between outputs, outcomes and impacts (see below).

ANSWER: 1B, 2B, 3A, 4A, 5C

Provide definitions and additional examples of the different types of indicators:

• **Outputs** are the direct results of activities performed by child protection staff (e.g. number of field missions completed);

- Outcomes are the medium-term changes that occur as a result of child protection staff achieving their outputs (e.g. number of children released from armed forces/groups as a result of advocacy);
- **Impact** is the long-term effect of interventions towards the achievement of a certain goal (e.g. improvement in children's perceived sense of protection from grave violations).

SLIDE 17: BASIC M&E FRAMEWORK



TRAINER NOTES

Beside indicators, your team needs to have a baseline, targets, assumptions and an M&E workplan to comprise a basic M&E framework.

Ask learners what each of these terms means and why these are important aspects of an M&E framework (see definition of terms below):

- Baseline is the starting point for each indicator that allows you to measure progress. For example, one of your outcome indicators may be to "decrease the number of children detained by national police due to their alleged association with armed forces or groups." In order to determine your baseline, you could look at last year's records and find that there were 27 reported cases. This would then be the starting point that you would use as a reference to measure progress.
- **Targets** are set goals for each indicator within a certain timeframe.

These targets should be ambitious but also achievable. Using the same example, you may decide that you aim for your actions to result in a decrease in the number of children detained by national police due to their alleged association with armed forces or groups by 20 percent.

- Assumptions are identifying factors that are outside the control of child protection staff but can determine the success or failure of a plan (note: this is related to your earlier risk assessment for the strategic plan.) For example, an assumption could be "the continued presence of the UN field mission" or "unimpeded access to certain actors or sites." It is important to monitor assumptions throughout the implementation of a plan in order to make adjustments as needed.
- M&E workplan is your system to implement the M&E framework. This involves designating staff members to collect and analyze data on specific indicators, as well as tasks and timelines for implementation. Child protection teams should monitor progress on activities and outputs on a regular basis and review outcomes at least once a year as part of their annual reports.

SLIDE 18: TAKEAWAYS



TRAINER NOTES



Review these key takeaways.

Handout: Mini-needs assessment

<u>Tasks:</u>

- 4. Conduct a child protection mini-needs assessment for your mission area focused on:
 - a. Conflict-related violations/threats against children
 - What are the main violations/threats children face? Are there any patterns of violations? Where are these violations primarily occurring? Why are these violations occurring?
 - Who are the main perpetrators of grave child rights violations?
 What are the known or presumed motivations and capacities of perpetrators for committing the violations?
 - b. Impact of conflict-related violations on children and communities
 - What are the immediate and long-term consequences of these violations (e.g., physical, psychological, socioeconomic)?
- 5. Prepare a 3-5 minute briefing for an incoming SRSG to present key findings.
- 6. Be prepared to report back to the plenary in 40 minutes.

Handout: Strategic planning

<u>Tasks:</u>

- 1. Prepare a mini-strategic plan for child protection in your mission area over the next 3-5 years:
 - a. <u>Identify a priority area</u> (e.g. impunity for violations, attacks against schools) by assessing the significance of the issue, expected results, mission's mandate/priorities and feasibility.
 - <u>Define 1 SMART objective</u> in this priority area (e.g. By 2021, have an established partnership with 5 civil society partners to monitor grave violations in a locality where the mission has limited access)
 - c. <u>Develop 3-5 activities</u> to achieve this objective
 - <u>Consider (your available) resources</u>, including staff capacity, funding, and other support) to check whether your available resources are sufficient to implement this plan or whether you need to generate additional resources.
 - e. <u>Assess possible risks</u> (i.e. programmatic, institutional, contextual) of this plan and define ways for mitigating them.
- Be prepared to report key aspects of the plan back to the plenary in 30 minutes. You will have about 3-5 minutes for your presentation.