# 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

#### Module 2.2

• Handout: Sample report

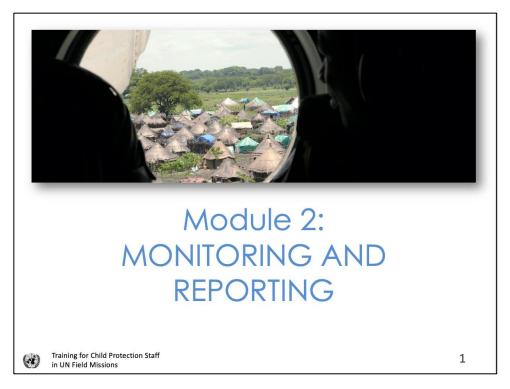
• Handout: Checklist on quality reporting

### **SESSION TIME**

• Module 2.1: 2.5 hours

• Module 2.2: 1.5 hour





#### 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

### **Learning Objectives**

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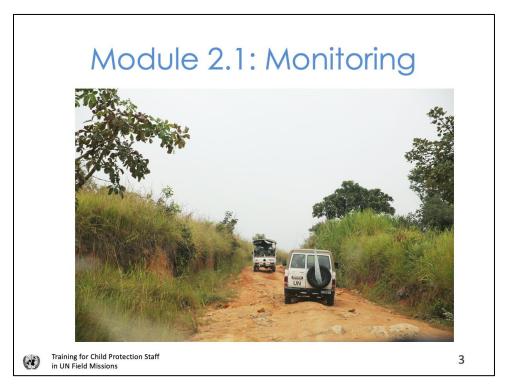


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- Most of you should be familiar with general monitoring and reporting techniques. This module will focus on your work as a member of a UN field mission, such as offering you advice on how to take advantage of monitoring capacities inside the mission 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

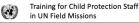


- Monitoring tends to be among the most time-intensive aspects of child protection work. To help you be more efficient, this module clarifies core aspects of monitoring work and how to leverage other mission components to support monitoring efforts.
- This module also reviews child-sensitive interviewing 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

### Purpose of monitoring

- Inform reporting and trigger response:
  - Protect children and communities
  - Provide assistance to child victims
  - Hold perpetrators to account
  - Prevent further violations

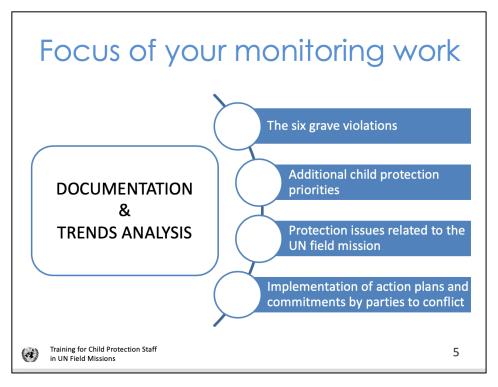


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#### TRAINER NOTES

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



- 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.

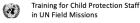
#### SLIDE 6: CASE SCENARIO

### Partner work: Case Scenario

Case scenario: Your Child Protection Team has received credible information from a local human rights organization about an alleged attack of a school in Village X that you are eager to monitor and verify. While the information seems to contradict the information from Civil Affairs' recent mission report (i.e. which describes a largely stable situation), several CTFMR members and some independent news reports have warned of an escalation of violence in this village and surrounding areas. However, access to Village X is extremely challenging due to government and security restrictions.

#### Task:

 Identify options for using other mission components to support your monitoring work.



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# 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:

- Obtain additional information from Civil Affairs 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
- Ask other mission components (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
- Mobilize child protection focal point in the military and/or the police to gather information on the current security and human rights situation in the village, including details on the alleged incident

 Request mission leadership 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

### Leveraging mission capacities for monitoring

- Participate in joint field missions
- Review public and internal reports
- Request additional information
- Ask to collect information or send alerts
- Request support from mission leadership

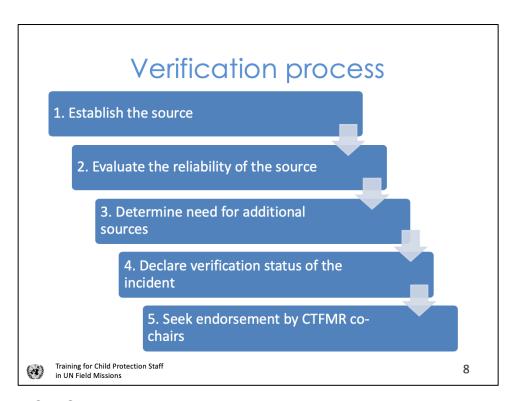


- As we've just explored, child protection staff can benefit from working with colleagues in other mission components for their own monitoring work. Here are some examples of how you can leverage other components' expertise or resources:
  - Participate in Joint Protection Team missions: Because of the 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



- 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 (<a href="www.mrmtools.org">www.mrmtools.org</a>)
  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 re-traumatisation 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

### Role Play: Interviewing a Child

#### Tasks:

- Discuss child-sensitive principles
- Designate one member of the group to play the "interviewer"
- Observe the interview and provide feedback



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#### 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.

#### Y 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) Conducting the role play: 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

## Conducting the interview

- ✓ Introduce yourself
- ✓ Explain purpose of the interview
- ✓ Make sure the child gives informed consents
- ✓ Ask open questions
- ✓ Allow enough time for child's response

- ✓ Watch the child's body language
- ✓ Ask the child if she/he has questions or wants to tell you something
- ✓ Give your contact info and get child's contact info
- ✓ Share referrals if needed
- ✓ Thank the child



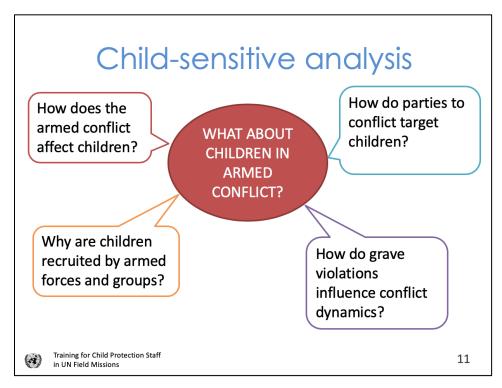
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#### TRAINER NOTES

- Here 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.
- Handout: Checklist on interviewing children.

SLIDE 11: CHILD-SENSITIVE ANALYSIS



- 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 childsensitive 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

## Information management

- Store and retrieve data
- Ensure data security and confidentiality
- Analyse data based on various criteria to establish trends



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- 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

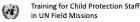
IMS allows staff to identify and illustrate patterns and trends by sorting data by different types of categories and using statistical analysis. For example, IMS can help you find out how child protection trends differ by region, identify the most common grave violation in your mission context or learn 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**

### Takeaways

- Effective child protection responses rely on robust data collection and sound analysis
- Focus monitoring activities on your child protection mandate.
- Leverage other mission components to support your monitoring work
- Utilize IMS to deal with large quantities of information, including sensitive information

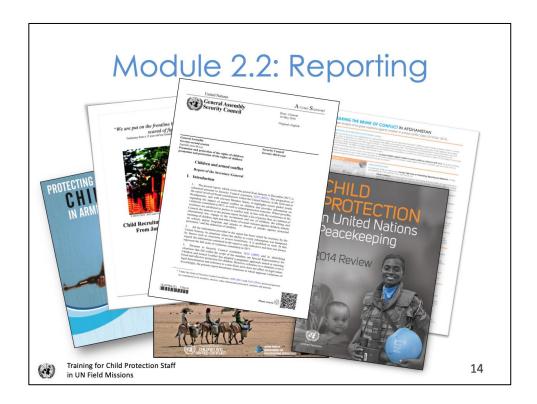


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#### TRAINER NOTES

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

#### SLIDE 14: INTRODUCTION TO MODULE 2.2



- 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)

## Strong reports can...



- Tell the "story" of children in conflict zones
- Put pressure on political leaders to act
- Result in more informed decisionmaking
- Document incidents/trends for future reference and learning
- Trigger response!



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- 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;
- 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

# Types of reports

- Internal mission report
- Drafts/inputs to reports of UNSC/SCWG-CAAC
- Thematic or periodic reports
- Submissions to other reporting bodies/mechanisms
- Other reports





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- 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

## Criteria for Quality Reports

- ✓ Includes all requested information
- ✓ Is tailored to the specific audience
- ✓ Describes the methods used
- ✓ Uses objective, clear language

.... What else?



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- 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

### **GROUP WORK: Quality reports**

Use the quality checklist for reports to evaluate a child protection report. What changes would you recommend to make it more effective?



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#### 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: 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**

## Takeaways

- Strong reports are foundational for all of your work.
- Make sure you know the reports you are required to prepare.
- Consider the use of reports for advocacy purposes.
- Ensure your reports meet basic quality criteria.
- Work closely with relevant UN counterparts at HQ level on reports for the Security Council.



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#### TRAINER NOTES:

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