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)

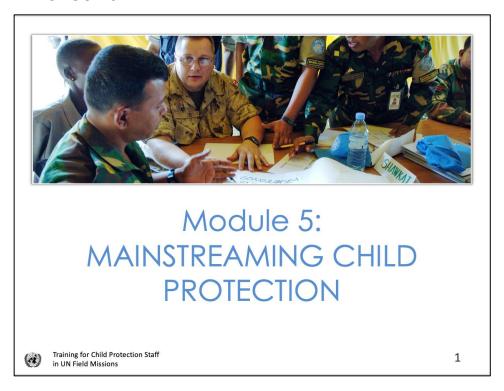
HANDOUT

• 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

Learning objectives

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

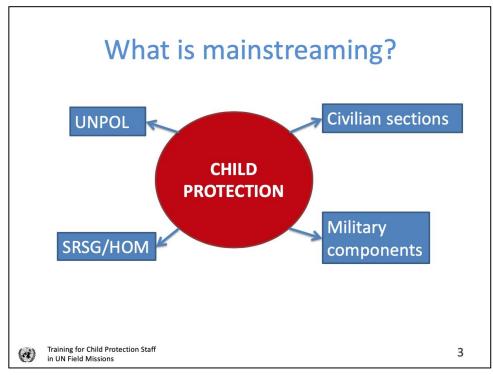
- Explain key approaches to mainstreaming
- Prepare messages to increase the mission's support for child protection
- Design appropriate child protection trainings for various mission components
- Propose options for mission components to engage on child protection



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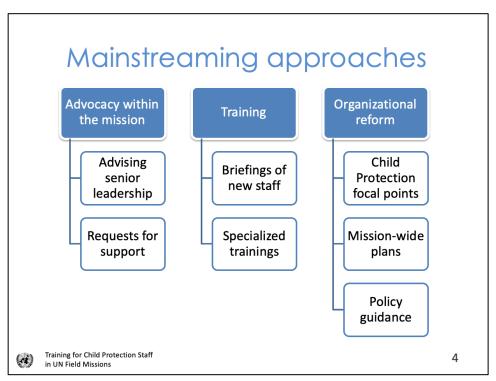
- This module aims to build your skills in engaging other colleagues in the mission on child protection. At the end of this module, you should be able to
 - Explain key approaches to mainstreaming
 - o Prepare messages to increase the mission's support for child protection
 - Design appropriate child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



SLIDE 3: WHAT IS MAINSTREAMING?

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

- 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

Advocacy within the mission

- 1. Make it relevant
- 2. Be consistent
- 3. Find allies
- 4. Decentralize, and...





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- The Child Protection Section has direct access to relevant strategic decisionmaking 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



- 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

Group discussion: Training for mission components

- 1. Which mission components are you currently providing training to, and on what topics?
- 2. What could you do to improve training?
- 3. How do you know whether your training is working?





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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.

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





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- 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

Purpose of organizational reforms

Organizational reforms for child protection mainstreaming in missions aim to:

- Empower relevant mission staff to apply childsensitive approaches on their own
- Contribute to the organization's institutional memory on child protection
- Build ownership among mission staff on the child protection mandate

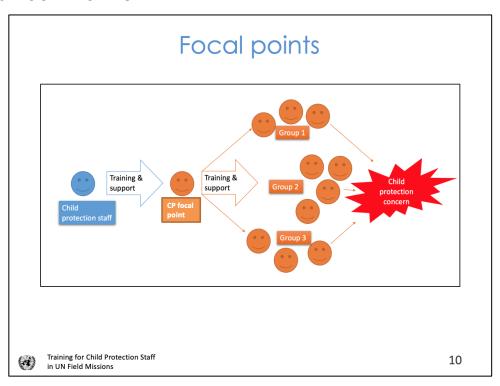


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- We have now discussed two mainstreaming tools advocacy with the mission and training of staff. Let's talk about the potentially most powerful mainstreaming tool: organizational reform.
- Ask learners what they think organizational reforms are in 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



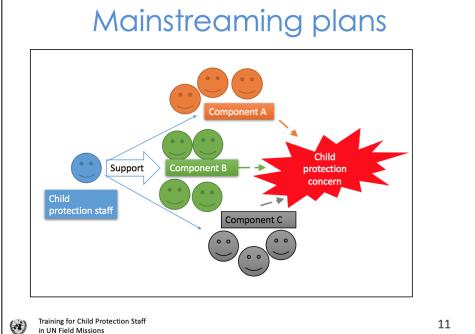
TRAINER NOTES

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).

Mainstreaming plans

SLIDE 11: MAINSTREAMING PLANS



TRAINER NOTES

- 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



- 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

Group exercise: Mainstreaming plan

Tasks:

- Identify a child protection issue in your mission area
- 2. Prepare a mainstreaming plan:
 - Which mission components would you involve as partners?
 - What <u>actions</u> should they take?
 - What <u>support</u> would they require from child protection staff?



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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

Takeaways

- Leverage the Child Protection Section's access to mission leadership for advocacy
- Adapt your child protection trainings to the specific audience and always ask trainees for feedback
- Create options for your colleagues in other mission components to support child protection work
- Develop policy or guidance documents to change your mission's approach on child protection in the long term



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TRAINER NOTES

- 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.