

The United Nations logo is a large, light gray watermark in the background. It features a central map of the world surrounded by a laurel wreath.

TRAINING FOR CHILD PROTECTION STAFF IN UN FIELD MISSIONS

Trainer's Guide

PREFACE

Background

Child protection staff play a vital role in United Nations field missions, which include both peacekeeping and special political missions. They monitor and report on violations related to child protection, advocate with parties to conflict to end violations, train peacekeepers, and advise mission leadership on child protection concerns, among various other tasks.¹ Child protection staff also drive implementation of the broader children and armed conflict agenda and directly impact the lives of children, families and communities.

In 2017, the Department of Peace Operations (DPO), the Department of Operational Support (DOS) and the Department of Political and Peacebuilding Affairs (DPPA) adopted the *Policy on Child Protection in United Nations Peace Operations (2017 Child Protection Policy)*, which highlights the need for continuous training,² in accordance with Security Council resolutions 1261 (1999), 1379 (2001), and 1460 (2003). Yet, consultations with child protection staff and partners in early 2017 revealed that many child protection staff had never received specialized training in their area of work. Training can help support child protection staff in taking the lead for stronger delivery of the child protection mandate in the face of rising internal and external challenges, including resource, budget, and mandate constraints; the changing nature of conflict; and a general lack of mandate awareness.

Training for Child Protection Staff

Purpose

The training aims to build technical capacity of DPO child protection staff in order to ensure effective implementation of the child protection mandate. The materials provide an interactive learning component to accompany the *Manual for Child Protection Staff in United Nations Peace Operations (Manual)* and support the practical implementation of the *2017 Child Protection Policy* in the field. The training can also serve as an opportunity for the respective child protection teams to review their strategic priorities and actions and come up with new ideas to improve their work.

¹ See pages 4-6 of the 2017 DPKO-DFS-DPA Policy on Child Protection in UN Peace Operations for a detailed list of responsibilities.

² See paragraphs 16.9, 20.2, and 22, and section D.4 of the 2017 Policy on Child Protection in United Nations Peace Operations.

Target audience

The training’s primary target audience is child protection staff in UN field missions, including national and international child protection advisers, officers, assistants and UN Volunteers. To fully benefit from the training, trainees should be familiar with relevant institutional mandates, organizational structures and policies within the UN, as well as guidelines and approaches relating to child protection, including the relevant legal framework for the protection of children.³ Trainees deployed in peacekeeping missions should also have taken the UN pre-deployment training course, which represents the essential knowledge required by all peacekeeping personnel to function effectively in a UN peacekeeping operation.⁴

Scope

The training centers on the core functions of DPO child protection staff. It complements other standard guidance and trainings focused on children and armed conflict, notably the Monitoring and Reporting Mechanism (MRM) training and tools (www.mrmtools.org) and the Integrated Disarmament, Demobilization and Reintegration Standards (IDDRS) (<https://www.unddr.org/the-iddrs/>). It does not provide further guidance on the operationalization of the consolidation of protection functions in peace operations.⁵

Content

The training package includes:

- Trainer’s Guide
- PowerPoint Presentation
- Participant Handouts

Structure

The training consists of seven training modules plus an introductory module to the training:

³ Trainees who want to learn more about child protection can take the Harvard FXB online course “Child Protection: Children’s Rights in Theory and Practice.” The course can be downloaded from: <https://www.edx.org/course/child-protection-childrens-rights-in-theory-and-practice>





⁴ The Core Pre-deployment Training Materials (CPTM) can be downloaded from: <https://research.un.org/revisedcptm2017>

⁵ “In 2015, the Secretary-General indicated that dedicated capacities on child protection would be consolidated within the Human Rights Division (HRD) of United Nations peace operations to enhance coherence in the delivery of human rights and protection mandates, with due consideration for the requirements of flexibility to respond to different mission contexts.” (See *2017 Child Protection Policy*, para. 17, and see para. 18 for further details on staffing.)

- **Introduction:** Provides an overview of the training and sets trainees' expectations.
- **Module 1: Role of Child Protection Staff:** Examines the roles and responsibilities of child protection staff in UN field missions and the value added of having child protection deployments.
- **Module 2: Monitoring and Reporting:** Examines key aspects of monitoring and reporting on grave child rights violations and other child protection concerns.
- **Module 3: Advocacy:** Familiarizes child protection staff with the main elements of developing an advocacy strategy and planning for its implementation.
- **Module 4: Engaging with Parties to Conflict:** Provides guidance on engagement with parties to conflict, emphasizing the need to adjust approaches for each armed actor and context.
- **Module 5: Mainstreaming Child Protection:** Examines how child protection staff can engage and support other mission components in carrying out the child protection mandate through mainstreaming activities.
- **Module 6: Coordination with External Actors:** Helps child protection staff identify and analyze relevant external actors.
- **Module 7: Planning, Monitoring and Evaluation:** Presents basic approaches for effective and efficient work management.

[Symbols Legend](#)

The trainer notes use the following symbols:

	Note to the Instructor Some background information for consideration
	Speaking Points: The main points to cover on the topic; ideally the speaking points are presented in the trainer's own words
	Learning Activity/Discussion An activity or discussion that is strongly recommended for inclusion
	Handout Indicates a handout that is to be provided to learners

Guidance for Preparation and Delivery of Training

Instructor Profile

This training package is best presented and applied by instructors who are current or former child protection advisers, preferably with previous knowledge of the mission where learners are deployed. This will enable instructors to bring a practical understanding of the needs of and demands on child protection staff in a mission context into class discussions. In addition, it may be useful to invite other mission components (civilian, police, military) and key child protection partners (e.g. OSRSG-CAAC, UNICEF, Save the Children) to join for some of the group discussions and interactive sessions to share their knowledge and experience.

Designing the training workshop

Instructors should adapt the training materials to meet the needs, capacities and expectations of their specific audience and the mission context where learners are deployed. As part of this process, it is useful to collect some basic information to learn more about each learner's background and motivations by talking to them or sharing a brief questionnaire with them in advance. Some key questions are:

- How much experience do you have on child protection and related areas?
- What training have you already received related to child protection and related topics?
- What are your expectations for this training? What do you hope to gain from participating in this training?

Based on this information and their own assessment of the mission context, instructors can tailor the training workshop to the audience. This may involve:

- ✓ Selecting the most relevant parts of modules, presentations and exercises
- ✓ Adding mission-specific information and examples to slides and presentation
- ✓ Preparing handouts with mission-specific resources, such as child protection policies and guidance

Sample Training Agenda for 3-day Workshop

	Day 1	Day 2	Day 3
8:30	Introduction and Overview of Training	Introduction: Day 2	Introduction: Day 3
9:00		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	Session 2a: Monitoring	Session 4: Engagement with Parties to Conflict	Session 7: Planning, Monitoring and Evaluation
14:00			
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

Preparing the training workshop

An effective training workshop requires careful planning and management of the logistics. Important preparatory steps include:

- ✓ Organizing conference room with sufficient space for plenary discussions and break-out groups
- ✓ Organizing beverages and food
- ✓ Organizing the audio-visual set-up (e.g. laptop and projector for PPT and film, tech support)
- ✓ Organizing workshop materials (e.g. flipcharts, easel, markers, name tags)
- ✓ Preparing printed copies of training materials (e.g. agenda, participants' lists, handouts, feedback forms)
- ✓ Arranging for a note-taker (where possible)
- ✓ Arranging for interpreters/translation where needed
- ✓ Sharing relevant information with participants before workshop (e.g. workshop agenda and logistics, participants' list, pre-workshop readings/assignments)

Following-up on training workshop

Trainers should make sure to solicit feedback from participants on the content, structure and delivery of the training workshop in order to make improvements. This is also an

opportunity to discuss how trainees are planning to put the learning into practice and what additional support they would require moving forward. A template for a training feedback form is included in Annex 3 of the *Manual* (p. 101).