

Module 5



Mainstreaming Child Protection

Module at a Glance

Overview

This module examines how, as part of their mainstreaming function, child protection staff can engage and support other mission components in carrying out the United Nations child protection mandate. Mainstreaming is an approach for integrating the protection of children in armed conflict into all aspects of United Nations peace operations, including strategies, policies, training and other activities. This approach allows the United Nations to utilize all mission staff – their different types of expertise, networks and capacities – to ensure more comprehensive and better protection of children.

Learning Outcomes

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

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

Module Outline

Duration: 120 minutes (2 hours)

| | |
|---|-------------------------------|
| The Module | |
| Intro slides | Slides 1-2 |
| Key approaches to mainstreaming | Slides 3-4 |
| Advocacy within the mission | Slides 5-6 |
| Training for mission components | Slides 7-8 |
| Options for mission components to engage on child protection | Slides 9-14 |
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The Module



This module examines how, as part of their mainstreaming function, child protection staff can engage and support other mission components in carrying out the child protection mandate. Mainstreaming is an approach for integrating the protection of children in armed conflict into all aspects of United Nations peace operations, including strategies, policies, training and other activities. This approach allows the United Nations to utilize all mission staff – their different types of expertise, networks and capacities – to ensure more comprehensive and better protection of children.

Slide 1: Introduction to Module 5 – Mainstreaming child protection



Module 5: MAINSTREAMING CHILD PROTECTION



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- 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 will 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

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

Learning Outcome 5.1

Key approaches to mainstreaming

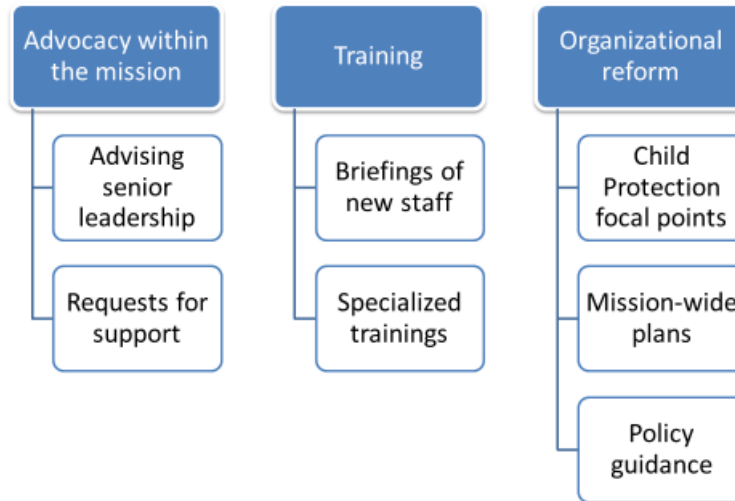
Slide 3: What is mainstreaming?



- Mainstreaming child protection has always been a core aspect of child protection staff's work in United Nations peace operations. However, the *2017 Child Protection Policy* focuses in on this theme and clearly defines the roles and responsibilities of almost all mission components, including the mission leadership (i.e., SRSG/HOM), the United Nations 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

Mainstreaming approaches



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- There are a number of reasons why mission colleagues may neglect child protection concerns. For example, they may not have a clear understanding of their roles and responsibilities in relation to the issue, consider it a lower-ranking priority and/or do not know how to integrate it 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 child-sensitive 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.

Learning Outcome 5.2

Advocacy within the mission

Slide 5: Advocacy within the mission

Advocacy within the mission

1. Make it relevant
2. Be consistent
3. Find allies
4. Decentralize
5. ...?



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- 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 Child Protection Adviser 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.



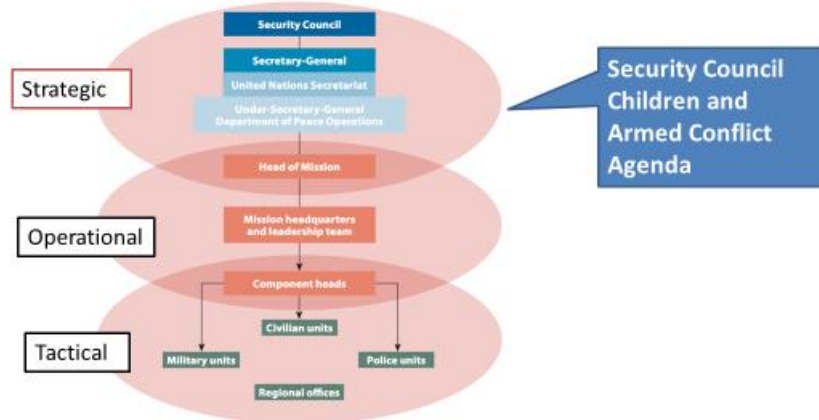
Ask learners to share instances where they have used one of these tips or where using these tips would have been helpful. Be prepared to give some examples from your own experience working in missions.

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

Slide 6: Leverage the UN Security Council Children and Armed Conflict agenda

Advocacy within the mission

5. Leverage the mission’s strategic components



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- 5) **Leverage the mission’s strategic components.** United Nations peace operations work across strategic, operational and tactical levels (see slide). While child protection staff conduct most mainstreaming efforts at the operational and tactical levels, bear 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.

Learning Outcome 5.3

Training for mission components

Learning Activity 5.1

Group discussion: training for mission components

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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Learners will look at designing training that meets the needs of their target audience.

TIME: 30 minutes

INSTRUCTIONS:

- Facilitate a group discussion based on the questions listed on the slide. You should highlight the following key messages during or after the discussion:
 - **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 training. For example, trainers can talk to some of the learners in advance or send out a short survey to assess needs, skill and knowledge levels, language preferences, etc.

- **Use existing standard training modules where possible:** DPO has developed 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 training sessions and references in the *Handbook* (section 3.3.3, table 2).
- **Evaluate and update training:** Child protection staff should always evaluate training sessions to improve future activities. For example, they can ask trainees directly about their experience of the training or ask them to fill in feedback forms at the end (see template in *Handbook*, annex 2). When possible, child protection staff should follow up with trainees in the field after 1 or 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 training.



Training is one 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, United Nations Police, UN Military Observers (MILOBs) and others on 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 and tailor content
- Involve the audience
- Use visual aids
- Prepare handouts
- Coordinate with colleagues
- Be inclusive



- The way that you deliver training is just as important as careful preparation. 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.
 - **Tailor content to the audience.** Talk about their specific roles in child protection and how child protection connects to their everyday work.
 - **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, films, graphs, whiteboards, etc.).
 - **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.

- **Coordinate with relevant colleagues.** Invite colleagues working on protection or human rights issues to join the training.
- **Be inclusive.** Be mindful that some participants may have some form of disability.

Learning Outcome 5.4

Options for mission components to engage on child protection

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 child-sensitive approaches
- Contribute to the organization’s institutional memory on child protection
- Build ownership among mission staff on the child protection mandate

- We have now discussed two mainstreaming tools – advocacy within the mission and staff training. Now, let's talk about what is potentially the most powerful mainstreaming tool: organizational reform.



Ask learners what they think organizational reforms entail 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 of 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.

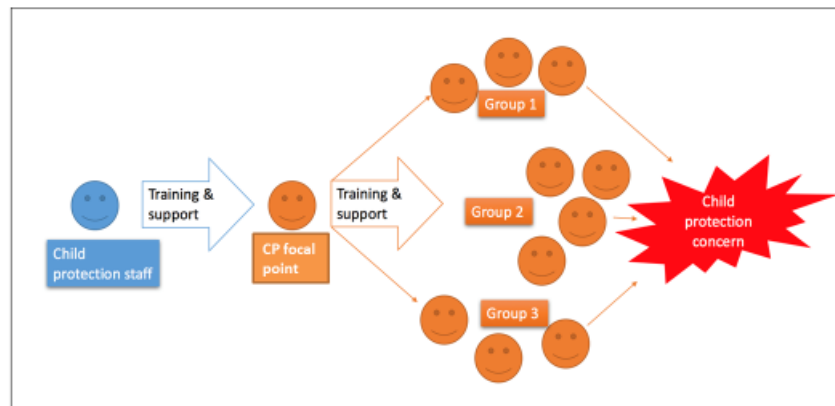


For more active learner engagement, ask learners the following questions:

- How have you used these mainstreaming approaches (i.e., focal points, mainstreaming plans and mission policy and guidance)?
- How useful do you think these approaches are for your work on child protection?

Slide 10: Focal points

Focal points



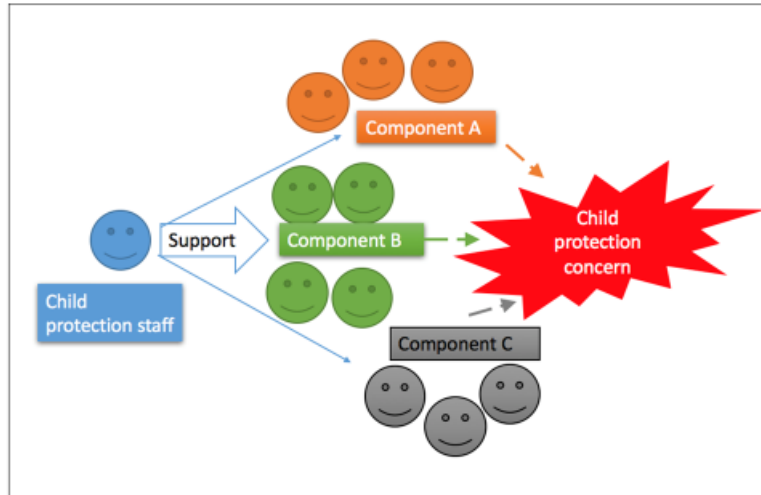
- Establishing child protection focal points involves training staff on child protection and supporting a few select individuals so that they can assume certain responsibilities (e.g., training, information-sharing) within their mission components. These individuals also serve as an interface between their colleagues and child protection staff. Ideally, focal points can act as 'advocates' for child protection issues 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 United Nations military contingents to appoint child protection focal points at mission headquarters, and within United Nations Battalions and Company Headquarters. Similarly, the *2017 Child Protection Policy* requires the United Nations 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 MILOBs as well as other sections.
- These arrangements require 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 terms of reference for child protection focal points within mission components, see Annex 3 of the *Handbook*.

Slide 11: Mainstreaming plans

Mainstreaming plans



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- To develop mission-wide, mainstreaming plans, child protection staff need to motivate and support other mission components to work together with them on addressing child protection issues. Plans can focus on child protection overall or specific thematic issues (e.g., fighting impunity against perpetrators of grave violations against children, preventing attacks against schools by parties to conflict).
- 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.

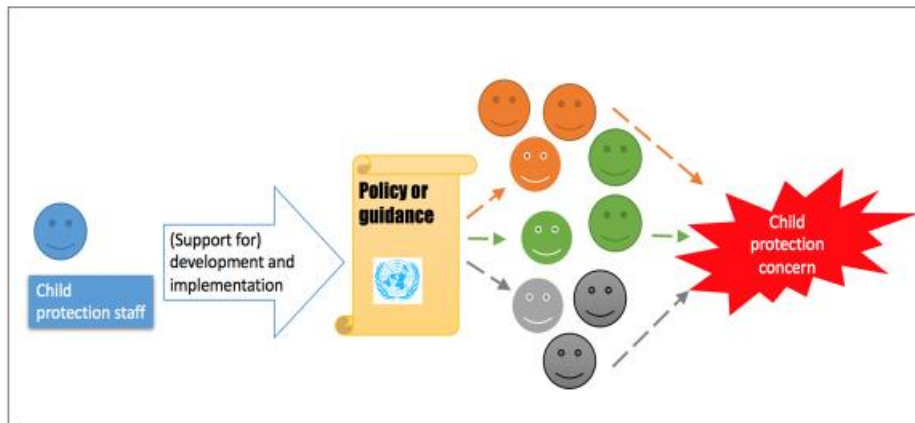


For samples of mainstreaming plans, you can refer learners to table 3 of section 3.4.2 of the *Handbook*, which shows a sample mainstreaming plan to address a specific child protection issue (i.e. detention of children by the national police for their actual or alleged association with armed forces or armed groups); and annex 5,

which provides guidance and a template for developing a mission-wide plan to implement the 2017 Child Protection Policy to cover various child protection concerns in the mission area.

Slide 12: Mission policy and guidance

Mission policy and guidance



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



Ask learners to name some examples of 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 *Handbook*, annex 5a: Sample directives relating to protection of children).
 - **Standard operating procedures (SOPs)**, e.g., SOPs for UNPOL or UN MILOBs 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 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 Handbook includes sample directives related to child protection.

Learning Activity 5.2

Group exercise: mainstreaming plan

Slide 13: Group exercise: mainstreaming plan

Group exercise: mainstreaming plan

Tasks:

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



Learners will examine the options they can present to other mission components for engaging on child protection.

TIME: 40 minutes

INSTRUCTIONS:

- Split learners into groups of 4-5 people.
- 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
- Then, invite each group to report back on their key outcomes and share with the rest of the groups what they have learned from this exercise.



During the debrief, highlight the range of options that have been 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 component’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 to change your mission’s approach on child protection in the long term



Review these takeaways.

Learning Activities

Additional information for each learning activity is in a separate file. It includes:

| Number | Name | Methods |
|-----------------------|-----------------------------------|---------|
| Learning Activity 5.2 | Development of mainstreaming plan | Handout |