Photo credit: Plan International

Primary Prevention for Child Protection in Humanitarian Action Focal Point training (in-person)

USAID
FROM THE AMERICAN PEOPLE

THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Primary Prevention for Child Protection in Humanitarian Action Focal Point training (in-person)

©2023 The Alliance for Child Protection in Humanitarian Action

The Alliance for Child Protection in Humanitarian Action (the Alliance) supports the efforts of humanitarian actors to achieve high-quality and effective child protection interventions in humanitarian settings. Through its technical working groups and task forces, the Alliance develops interagency operational standards and provides technical guidance to support the work of child protection in humanitarian settings.

This learning package was developed by Katie Robertson and Elena Giannini, co-leads of the Learning and Development Working Group at the Alliance. Our thanks to the membership of the Prevention Advisory Group for their support in reviewing this module.

For more information on the Alliance's work and joining the network, please visit https://www.alliancecpha.org or contact us directly at info@alliancecpha.org.

This learning package is made possible by the generous support of the American people through the Bureau for Humanitarian Assistance (BHA) at the United States Agency for International Development (USAID). The contents are the responsibility of the Alliance and do not necessarily reflect the views of USAID or the United States Government.

For readers wishing to cite this document, we suggest the following:
The Alliance for Child Protection in Humanitarian Action (2023), Primary Prevention in Child Protection in Humanitarian Action Focal Point training package.

Table of Contents

Acknowledgements and citations	2
Introduction	4
About the course	6
Session Plans	
1: Welcome and introductions	8
2: Defining Prevention in CPHA	12
3: Introduction to the Framework	17
4: Guiding Principles for prevention	20
5: Step 1: Preparedness	23
6: Step 2: Needs assessment and situation analysis	30
Day 1 Learning Recap	35
7: Step 3: Design and Planning	38
8: Step 4: Implementation and monitoring	47
9: Step 5: Evaluation and learning	50
10a: Thematic example - Preventing family separation	56
10b: Thematic example - Preventing child recruitment	62
Day 2 Learning Recap	68
11: Challenges and opportunities	70
12: Preparing to deliver Prevention training	74
13: Implementing the framework: next steps	80
14: Learning review and close	84
Summary of required preparation and materials	88

The following documents also form part of the learning package and should be downloaded alongside this facilitator guide:

- Slide deck
- Focus Group Discussion guidance (used in session 6)
- Interactive risk and protective factor prioritization matrix (used in session 7)
- Planning sheet and individual reflection sheet (used in session 12)
- Timeline and RACI templates (used in session 14)

Introduction

Welcome to the Primary Prevention for CPHA Focal Points learning package.

This training package has been developed by the Alliance for Child Protection in Humanitarian Action. Its use should be based on identified learning needs, and should form one part of a broader approach to developing or strengthening the required knowledge, skills and attitudes.

The decision to deliver this training should be based on an analysis of current capacities and identification of learning needs. Where the identified learning needs align with the learning outcomes of this training package, delivery of this training should be incorporated into your capacity building plan.

This training will likely be only one of several interventions needed to develop the required capacity. In this case, we recommend following the training with additional technical support to learners, with the aim of supporting them to apply the framework and/or roll out further training on the Primary Prevention Framework in their own work and context.

The L&D Working Group at The Alliance has developed a suite of L&D tools to support CPHA practitioners involved in the above steps, and in developing, delivering and evaluating learning interventions. You can access these resources here.

We acknowledge that those using this package are doing so in humanitarian settings, where time and resources may be limited. We encourage flexibility within the framework and learning outcomes set out in these materials.

How to navigate these materials

This learning package is designed based on adult learning principles, and uses a participatory approach throughout. The slidedeck is limited to key points and visuals and we encourage facilitators to use the detailed methodologies provided in the session plans, rather than increasing the slidedeck. Each methodology has been carefully selected to enable participants to meet the identified learning objectives.

To familiarize yourself with the learning materials we recommend:

1. Review the learning journey slide found in the slide deck for an overview of the shape of the course
2. Review the course level aim, objectives and target audience on page xx to understand who it is for and what it will achieve
3. Read the detailed session plans. Within each session plan you will find:
    a. Learning objectives for that session - what the session aims to achieve from the learners' perspective
    b. Key learning points - the most important messages which the session is designed to convey to the learners
    c. Session outline - an overview of the topics, methodologies and timings of the session
    d. Instructions for facilitators - the detailed instructions on how to facilitate the session
    e. Supporting information - some sessions will also contain supporting information such as case studies, handouts, or other resources needed for the activities.

The specific preparation and materials required for each session are noted in the plan for each session. An overview of all preparation and material is listed in the table on page 88.

Sharing feedback with the Alliance

If you have used this package, we would love to hear from you. Please share any feedback with us via learning@alliancecpha.org or through this short online form.

About the course

This course provides an in-depth exploration of the Primary Prevention Framework for CPHA, and includes activities which will enable participants to begin using the framework in context analysis, programme design and implementation. Participants are expected to be confident in CPHA programming realm and have some familiarity with the concept of prevention programming already.

Course aim: To provide participants with the knowledge and tools to identify and design primary prevention programmes for CPHA based on an analysis of risk and protective factors.

Course objectives: By the end of the learning journey, participants will be able to:

- Differentiate between the three levels of prevention in child protection in humanitarian action and provide examples of each
- Discuss ways to apply the prevention guiding principles throughout the programme cycle
- Demonstrate participatory ways to identify risk and protective factors with community members
- Demonstrate how to analyze risk and protective factors to inform prevention programme design
- Select appropriate primary prevention activities
- Reflect on the challenges, opportunities and benefits of primary prevention programming in their own work and context
- Identify their next steps to roll out the framework and the support available

Target audience: This course is targeted at mid to senior level CP humanitarian practitioners who want to further strengthen their knowledge and skills on prevention programming in child protection in humanitarian action and might also be interested in strengthening the capacity of others. Typically participants could include child protection in humanitarian action and child protection in development setting professionals in charge of designing, implementing, coordinating and advocating for child protection in humanitarian action programming.

These may include CP/CPHA managers, advisors and coordinators but it may also be tailored for government officials who may play a critical role in preparing for, or carrying out/coordinating CPHA responses. Additionally the learning session may be useful for local and international NGOs, UN agencies, civil society organizations team members that are keen to better understand the prevention component of CPHA programming in order to reflect this aspect in strategic organizational planning. This is not an exhaustive list.

Link to CPHA Competency Framework: This course will contribute towards the development of competencies at levels 2-3 of the CPHA Competency Framework. In particular, it addresses competency 1.5 Managing programme cycle, and competency domain 2: Preventing and Managing Child Protection risks. It should be noted that completing the training will not guarantee all of the relevant CPHA Competency Framework competencies, as additional actions will be required to transfer learning into practice.

Agendas The remotely facilitated course is designed to be delivered over six sessions. The suggested agenda is shown below. Two Thematic Example sessions are included in the package. Facilitators should select the one which is most relevant to their target audience.

Day 1	Day 2	Day 3
Welcome and introductions (60 minutes)Defining prevention in CPHA (60 minutes)	Learning review (30 minutes)Step 3: Design and planning (140 minutes)	Learning review (30 minutes)Challenges and opportunities (90 minutes)
Break (15 minutes)	Break (20 minutes)	Break (15 minutes)
Introduction to the framework (30 minutes)Guiding Principles for Prevention (15 minutes)	Implementation and monitoring (60 minutes)	Preparing to deliver Prevention training(90 minutes)
Lunch (60 minutes)	Lunch (60 minutes)	Lunch (60 minutes)
Step 1: Preparedness (90 minutes)	Evaluation and learning (80 minutes)	Preparing to implement the Prevention framework (90 minutes)
Break (15 minutes)	Break (15 minutes)	Break (15 minutes)
Step 2: Needs assessment and situation analysis (120 minutes)	Thematic example [Family Separation or CAAFAG] (75 minutes)	Learning review and close (30 minutes)
Learning recap (15 minutes)	Learning recap (10 minutes)	

1. Welcome and Introductions (60 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Introduce the facilitators and fellow participants
- Discuss and agree ground rules to establish an effective learning environment
- Recall key safety and security guidance for the context (for face to face only)
- Describe the learning journey, including the purpose of the course and expected follow up actions

2 KEY LEARNING POINTS

- The aim of the course is to support you to develop the knowledge and tools to design and implement primary prevention programmes for CPHA based on an analysis of risk and protective factors. We will use practical exercises to learn how to apply our understanding of the prevention concept and levels in our own work.
- By participating in the course it is expected that you commit to further roll out the Primary Prevention Framework for CPHA in your own work over the next 12 months. This could be through facilitating the introductory or in-depth training, and/or through implementing some or all of the framework and providing feedback to the Alliance.
- The CPHA Community of Practice can be used to share learning, access resources and technical support on the topic of Primary Prevention.

3 SESSION OUTLINE

Topic	**Methodology**	**Time**
Introductions activity	Plenary exercise	20 min
Ground rules	Think pair share	10 min
Security Briefing	Trainer input	5 min
Learning journey	Plenary exercise	10 min
Personal objectives	Small group discussion	15 min

4 PREPARATION and MATERIAL REQUIRED

- Flipchart
- Post it notes
- Markers

5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
20 mins	**Introductions activity** Welcome everyone to the course and thank them for being here. Explain that in this first session we will cover welcome and introductions, including learning a bit more about each other, and about what is to come during the course. Explain that first, we will introduce ourselves via an activity. Invite everyone to stand up and move to a space in the training room. Explain that everyone should picture a world map on the floor - point out roughly where each continent is to orient people, or place markers on the floor. Then ask everyone to move and stand in the place they call home. Allow a moment for everyone (including facilitators) to move, and then invite each participant to introduce themself with their name, where they are on the map, and why. For a country-level training, adjust the activity with a map of the country, rather than the world, if this is more appropriate.
10 mins	**Ground rules** Explain: We are going to be sharing this training space for the coming hours, so it is important that we consider and agree on how we will make it an effective environment for learning and sharing. Invite participants to think on their own for a minute, then discuss with the person next to them for 2 minutes. Then bring the group together and take suggestions in plenary, making a note of the agreed ways of working on a flipchart. Elicit anything that you feel is missing, then display the flipchart on the wall. Summarize the inputs and add anything that is missing, ensuring that the following are covered: • Respect for one another and for time • Listen to one another • Safe space to ask questions and learn • Participation

Time	Facilitator notes
5 mins	**Security briefing** Orient participants to the training space including emergency exits, toilets, break facilities etc. Provide any necessary security information.
10 mins	**Learning journey** Show **slide 2** of the learning journey and talk through the structure of the learning programme: • Start with some theoretical basis as the foundations of our learning • Then work through the stages of the programme cycle, in order. Note this will be very practical, using participatory exercises throughout. • Then think more specifically about how we can apply this in our own work and what support we might need Show **slide 3** and share the course objectives for the training component of the learning journey: By the end of the learning journey, participants will be able to: • Differentiate between the three levels of prevention in child protection in humanitarian action and provide examples of each • Discuss ways to apply the prevention guiding principles throughout the programme cycle • Demonstrate participatory ways to identify risk and protective factors with community members • Demonstrate how to analyze risk and protective factors to inform prevention programme design • Select appropriate primary prevention activities • Reflect on the challenges, opportunities and benefits of primary prevention programming in their own work and context • Identify their next steps to roll out the framework and the support available
15 mins	**Personal objectives** Explain that we will now think about our own objectives and expectations of the training. Introduce the aim of the course and show it on a flipchart or in the chat: To provide participants with the knowledge and tools to identify and design primary prevention programmes for CPHA based on an analysis of risk and protective factors.

Time	Facilitator notes
	Explain that the participants have five minutes to think about what this means for them. How will they know if the aim has been achieved? What will they know? What will they be able to do? Ask them to add some ideas to post it notes and stick those on a blank flipchart. Group these ideas as they are added. Allow 5 minutes for individual reflection, then bring the group back together. Briefly outline the key themes that have come out of the post its added by the participants, and make connections to the course objectives. Also note anything that came up in the participant inputs that won't be covered in the course. Note that we will discuss sources of further support later in the training. Check for questions and then close the session.

2. Defining Prevention in CPHA (60 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Explain the three levels of prevention and provide an example of each
- Explain the importance of primary prevention

2 KEY LEARNING POINTS

- In accordance with the public health model of prevention, there are three levels of prevention: primary, secondary and tertiary.
- Primary prevention: addresses root causes of child protection risks at the population level. The target group of primary prevention is children in a community or a population. For example, family strengthening sessions organized for all families in a refugee camp is a primary prevention service.
- Secondary prevention: addresses an individual child's risks and/or vulnerabilities. The target group of secondary prevention is children at high risk of harmful outcomes. For example, local organisations identifying an adolescent girl with a disability in a single headed household as potentially at risk of sexual violence or exploitation and referring her to life skills sessions for adolescents at risk of harm.
- Tertiary prevention: reduces the longer-term impacts of harm and the chances of recurrence of harm. The target group of tertiary prevention is children who have already experienced harm. For example, local organizations in a refugee camp identifying and then assisting a displaced child who is separated from family and is being cared for by an elderly woman.
- Primary prevention is critical in humanitarian settings for three main reasons: An ethical responsibility to prevent harm to children before it occurs whenever possible by all humanitarian actors; Improving the sustainability and long-term impact of humanitarian response; and Increased cost-effectiveness of child protection interventions.

3 SESSION OUTLINE

Topic	**Methodology**	**Time**
Introduction	Trainer input	2 min
Prevention levels	Video and sorting activity	35 min
Why Primary Prevention?	Video and plenary discussion	20 min
Wrap up	Trainer input	3 min

4 PREPARATION and MATERIAL REQUIRED

- Print and cut up one copy of the Prevention activity cards per 4 participants
- Pre-load the videos to ensure they are ready

5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
2 mins	**Introduction** Introduce the session theme and objectives (**slide 4**).
35 mins	**Prevention levels** Explain that to begin, we will think about what we mean by prevention. In accordance with the public health model of prevention, there are three levels of prevention: primary, secondary and tertiary. Explain that you will give the participants a set of cards. On each card there is an example of a prevention activity. The task is to organize these cards into three groups - one each for primary, secondary, and tertiary prevention. Note that you have not yet given the definition of these levels! This is on purpose. We are going to see if we can group the activities to help us come up with definitions for the three levels. Organize the participants into groups of 4, and provide each group with a set of cards. Allow 10 minutes for the sorting exercise, then bring the group back together. Explain that we will now watch a short video which explains the Prevention pyramid, then they will have a chance to adjust their answers to the sorting activity. Show the video: What is prevention?, then ask the participants to return to their groups for 5 minutes. They should adjust their answers if needed, and write down 1-3 examples of prevention programming from their own work. Bring the group back together and show **slide 5** to recap the answers. Ask if anyone has any suggestion on the difference between primary, secondary and tertiary prevention, based on the examples of actions they have seen. Take some suggestions, and ensure the following are covered in the discussion: Primary prevention: addresses root causes of child protection risks at the population level. The target group of primary prevention is children in a community or a population. Secondary prevention: addresses an individual child's risks and/or vulnerabilities. The target group of secondary prevention is children at high risk of harmful outcomes.

Time	Facilitator notes
	Check that everyone is happy with the concept of 'harmful outcomes' and if necessary, explain that harmful outcomes for children refer to the actual happening of child protection risks highlighted in Pillar 2 of the CPMS. Hence children that have suffered harmful outcomes could: • have suffered/suffer from an injury, • have suffered/suffer physical or emotional maltreatment • have survived sexual and gender based violence • have suffered/suffer from mental health issues and/or psychosocial distress • have been associated/be associated with armed forces and groups • have been involved /be involved in child labour • be unaccompanied or separated from caregivers Tertiary prevention: reduces the longer-term impacts of harm and the chances of recurrence of harm. The target group of tertiary prevention is children who have already experienced harm. [Note: The definition of Secondary Prevention in the Framework refers to groups of children. This is a mistake and secondary prevention can be done at the individual level. It is not only for groups of children. Be sure to make this clear.] Remind the group that "Population" doesn't necessarily mean the entire population. So a sub-population can also benefit from primary prevention activities, for example, it may be a population of boys between 12 and 18 in a specific district. One by one, invite each group to share one of the prevention programming examples that they identified in their group. Remind them not to reveal which level they think it relates to, and ask the rest of the participants to identify which level it is. Clarify any confusion as needed. So that everyone gets the chance to answer, ask participants to raise the number of fingers for the level they believe the example relates to. Repeat with the additional examples to make sure the distinction between the levels is clear.
20 mins	**Why primary prevention?** In plenary, ask: Why are we focusing on the importance of primary prevention? Take some suggestions, or if the group is quiet, invite them to discuss in smaller groups first and then share in plenary. Show the video: Why invest in primary prevention? Facilitate a discussion about the video, making sure the following key points are covered: • CPHA actors are implementing secondary and tertiary prevention but there is less investment in preventing harm across a population; • Addressing this gap will lead to greater gains to protecting children during a crisis;

Time	Facilitator notes
	• Primary prevention addresses the root causes of harm to children within a population or community, leading to an overall reduction in the number of families and children in need of secondary and tertiary prevention services and response services; • Investment in primary prevention is essential to ensuring accountability to children and the centrality of protection within humanitarian preparedness and response efforts. Summarize that Primary prevention is critical in humanitarian settings for three main reasons: • An ethical responsibility to prevent harm to children before it occurs whenever possible by all humanitarians; • Improving the sustainability and long-term impact of humanitarian responses; and • Increased cost-effectiveness of child protection interventions. **Ask:** Will primary prevention eliminate the need for response (such as case management)? Take some suggestions from the participants, and then confirm that no, it is not expected that prevention will totally eliminate the need for referral, response and remedial services. The idea is that by doing primary prevention, we reduce the need for response/remedial action, but we are unlikely to ever be able to eliminate it. Therefore child protection systems should incorporate both prevention and response components.
3 mins	**Wrap up** Summarize the key learning points and wrap up the session, reminding participants that what we have covered here is fundamental to everything we will cover in the rest of the course.

Note to facilitators: The original version of the CPHA Primary Prevention Framework uses the terminology of Prevention Supports and Prevention Services. These terminologies are likely to be discarded in future versions of the framework. They have not been used in this learning package as it has been found to create confusion amongst practitioners, as the links/overlaps with protective factors and CP strategies are not always clear. However, it is recommended to familiarize yourself with this part of the original framework, in case a participant asks a question about this terminology.

PARTICIPANT RESOURCE

PRIMARY PREVENTION	SECONDARY PREVENTION
TERTIARY PREVENTION	Implementation of social protection or other economic policies and programs that strengthen household financial security.
Community-wide access to parenting support services and information.	Social norms and behavior change interventions (e.g., programming to reduce violence in schools including positive discipline and anti-bullying).
Life-skills sessions for adolescents at risk of harm.	Access to quality education services, healthcare, adequate water & sanitation services and shelter for all children.
Parenting support sessions or home visits for parents of children identified as at risk of abuse or neglect in the home.	Financial support to families with a child identified as at risk for child marriage.
Case management services for children who have experienced abuse, neglect, exploitation or violence.	Early intervention support for children with developmental delays, which can lead to higher risk of abuse, neglect, exploitation and violence.
Building the capacity within the justice system on interviewing techniques when working with child survivors.	Reintegration support for children associated with armed forces and armed groups.

3. Introduction to the framework (30 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Describe how and why the Primary Prevention Framework for CPHA was developed
- Recall the key findings of the desk review which informed the framework

2 KEY LEARNING POINTS

- The goal of the Alliance's Prevention Initiative is to ensure prevention is understood and prioritized as a critical element of child protection across humanitarian action. Further investment in preventing harm to children, in addition to responsive actions, is needed for humanitarian to fulfill their ethical duty to prevent harm when possible, to uphold the best interest and rights of the child and to potentially be more cost-effective in our programming. The Primary Prevention Framework for CPHA was developed to provide guidance for humanitarian workers on the key actions and considerations to apply when developing or implementing programming to prevent harm to children in humanitarian settings at the population-level.
- The Framework is based on a desk review of evidence-based prevention approaches within the child protection sector as well as other humanitarian sectors such as education, gender-based violence (GBV) and health. During the desk review, a fifth level – international and regional level – was identified in addition to the four levels of the CP socio-ecological model (child, family, community, society). The desk review highlights the importance of understanding the root causes of CP risks (risk factors) at each level of the socio-ecological model. In addition, the desk review indicates that protective factors –what can reduce the impact of risk factors and decrease vulnerability – are key to preventing harm to children.

3 SESSION OUTLINE

Topic	Methodology	Time
Introduction	Trainer input	2 min
Background to the framework	Trainer input	15 min
Q&A	Plenary discussion	10 min
Wrap up	Plenary	3 min

4 PREPARATION and MATERIAL REQUIRED

N/A

5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
2 mins	**Introduction** Share the theme and objectives of the session (slide 6).
15 mins	**Background to the framework** Use the information below to provide an overview of how and why the framework was developed. Since 2018, the Alliance has been putting an increased emphasis on primary prevention, because across our sector most of the focus is on response after a harm has occurred. For example, we focus on supporting unaccompanied and separated children rather than working on preventing family separation before it happens. In the 2018 strategy consultations, prevention emerged as a key area of interest for CPHA practitioners. This was also reflected in other sectoral developments, such as the development of the INSPIRE package, the Centrality of Protection Policy and the review of the Protection Policy. While they use different terminology, all bring focus to a holistic view of the child and preventing harm. In 2018, Plan International, on behalf of the Alliance, secured funds from the US Bureau for Humanitarian Assistance to develop the Primary Prevention Framework. An extensive desk review took place, incorporating over 380 documents, to understand what evidence exists in humanitarian and development settings on primary prevention approaches. With the knowledge that experience in primary prevention is quite limited, the desk review looked more broadly than just the child protection sector, also looking at health, education and GBV as additional sectors which might have strong examples of primary prevention programming. The desk review found really limited direct evidence as to what is successful in preventing harm for children in humanitarian settings. What we do have shows that we should be working across the socio-ecological model, and across sectors, to prevent harm. Drawing on evidence from the four sectors mentioned above, the desk review outlines approaches that are effective, promising and suggested, across the levels of the socio-ecological model. During the desk review, a fifth level – international and regional level – was identified in addition to the four levels of the CP socio-ecological model (child, family, community, society).

Time	Facilitator notes
	The desk review highlights the importance of understanding the root causes of CP risks (risk factors) at each level of the socio-ecological model. In addition, the desk review indicates that protective factors –what can reduce the impact of risk factors and decrease vulnerability – are key to preventing harm to children. The desk review then informed the development of the Primary Prevention Framework. The framework was developed based on the findings and through additional consultations with CP practitioners. It also draws on some case studies of what already exists and is already working. We will look in more detail at the framework throughout the training, but broadly, it contains guiding principles for primary prevention programming, and is then framed around the five steps of the programme management cycle. From the work done on primary prevention to date, one of the most challenging areas has been identified as reframing our thoughts about how we're doing our programming. For example, we are accustomed to running parenting skills sessions for the parents of children who have already experienced harm, rather than to ensure parents have the skills to prevent harm from occurring in the first place.
10 mins	**Q&A** Invite questions from the participants on the background and research that went into the framework.
3 mins	**Wrap up** Summarize the key learning points and link to the next session.

4. Guiding Principles for Prevention (15 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Describe the eight principles for effective primary prevention interventions

2 KEY LEARNING POINTS

- Eight principles for effective primary prevention interventions have been identified based on existing evidence:
  - Be context specific
  - Address multiple level of the socio-ecology
  - Use a holistic multi sectoral approach
  - Measure outcomes
  - Use a strength based approach
  - Facilitate community ownership
  - Be child centered and inclusive
  - Bridge development and humanitarian systems

3 SESSION OUTLINE

Topic	Methodology	Time
Introduction	Trainer input	2 min
8 Guiding Principles	Gallery Walk	10 min
Wrap up	Trainer input	3 min

4 PREPARATION and MATERIAL REQUIRED

N/A

5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
2 mins	**Introduction** Introduce the session theme and objectives (slide 8).

Time	Facilitator notes
35 mins	**8 Guiding Principles** Explain: There are eight guiding principles for effective CPHA prevention initiatives. These principles should be applied throughout prevention programming, from preparedness through to evaluation and learning. Show slide 9 and read through the names of the 8 principles. Explain that to help us get more familiar with the principles, you will share some examples of how the principles might look in practice. The participants should consider each one and identify which principle it relates to. While sharing **slide 9** ask participants to consider their answer for a moment (so everyone has time to think about the answer) then invite them to shout out their response. Confirm the correct answers, and make links between the principles as appropriate. **Examples:** • Identify and strengthen existing prevention services and supports across the socio-ecological context. (Address multiple levels of the socio-ecology) • Share the results of evaluations on effectiveness of prevention interventions with humanitarian actors locally and globally. (Measure outcomes) • Identify risk and protective factors with children, families, communities and other local stakeholders. (Be context specific) • Ensure prevention services and supports are developmentally appropriate to the age of the children targeted. (Be child centered and inclusive) • Invest in preparedness work between non-humanitarian and humanitarian actors to include prevention efforts from the earliest stages of a crisis. (Bridge development and humanitarian systems) • Provide local community and national actors with the financial and technical resources for prevention programming. (Facilitate community ownership) • Understand and build on the existing abilities of children, families, communities, and societies to prevent harmful outcomes. (Use a strengths based approach) • Advocate to ensure preventing harm to children is a central aim within all humanitarian preparedness and response efforts. (Use a holistic, multi-sectoral approach) Note that there are more examples available for each principle, within the framework.
3 min	**Wrap up** Summarize the key learning points and wrap up the session, informing participants that we will continue to consider the role of the guiding principles as we work through each stage of the programme cycle.

Time	Facilitator notes
	• Primary prevention addresses the root causes of harm to children within a population or community, leading to an overall reduction in the number of families and children in need of secondary and tertiary prevention services and response services; • Investment in primary prevention is essential to ensuring accountability to children and the centrality of protection within humanitarian preparedness and response efforts. Summarize that Primary prevention is critical in humanitarian settings for three main reasons: • An ethical responsibility to prevent harm to children before it occurs whenever possible by all humanitarians; • Improving the sustainability and long-term impact of humanitarian responses; and • Increased cost-effectiveness of child protection interventions. **Ask:** Will primary prevention eliminate the need for response (such as case management)? Take some suggestions from the participants, and then confirm that no, it is not expected that prevention will totally eliminate the need for referral, response and remedial services. The idea is that by doing primary prevention, we reduce the need for response/remedial action, but we are unlikely to ever be able to eliminate it. Therefore child protection systems should incorporate both prevention and response components.
3 mins	**Wrap up** Summarize the key learning points and wrap up the session, reminding participants that what we have covered here is fundamental to everything we will cover in the rest of the course.

Note to facilitators: The original version of the CPHA Primary Prevention Framework uses the terminology of Prevention Supports and Prevention Services. These terminologies are likely to be discarded in future versions of the framework. They have not been used in this learning package as it has been found to create confusion amongst practitioners, as the links/overlaps with protective factors and CP strategies are not always clear. However, it is recommended to familiarize yourself with this part of the original framework, in case a participant asks a question about this terminology.

5. Step 1: Preparedness (90 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Explain the key actions for prevention programming that take place in the preparedness phase
- Identify common risk and protective factors in your context
- Reflect on how the guiding principles for prevention can be applied in the preparedness phase

2 KEY LEARNING POINTS

- Key actions in the preparedness phase include: Understanding and documenting risk and protective factors related to the types of harm that children experience now and those they may experience during a potential crisis; Including actions to address risk and protective factors in multi-sectoral preparedness plans; Advocating for and investing in primary prevention preparedness actions pre-crisis; Taking early action to prevent harm at the beginning of a crisis.
- Annex 1 of the Primary Prevention Framework for CPHA is Examples of common risk and protective factors. It provides examples of common risk and protective factors at each level of the socio-ecological model. The identification of risk and protective factors must be context-specific, so the annex can only provide a useful starting point.
- Some examples of how the guiding principles for prevention can be applied in the preparedness phase include: Identifying pre- crisis, context- specific protective and risk factors and existing prevention services and supports; Including multi-sector analysis and actions around prevention of harmful outcomes to children in preparedness plans; Identifying potential adaptations that will be needed for child protection systems to function during a humanitarian crisis. Additional examples can be found in Annex 2: Suggested actions to integrate the prevention principles into the programme cycle.

3 SESSION OUTLINE

Topic	Methodology	Time
Introduction and key actions	Trainer input	12 mins
Case study introduction	Plenary brainstorm	8 min
Risk and protective factors	Small group work	50 min
Applying the principles	Small group work	15 min
Wrap up	Trainer input	5 min

4 PREPARATION and MATERIAL REQUIRED

- Print the socio-ecological model template - 10 copies
- Print 10 copies of annex 1 and annex 2
- Print copies of the case study, one per 2 participants
- Print one copy of the key actions bingo card per person

5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
12 mins	**Introduction** Welcome the participants to the session and use the learning journey visual (**slide 2**) to remind them that from this session, we will start working through each step of the programme cycle. Show **slide 10** and share the objectives for the session. Ask: What do we mean by preparedness? Take some suggestions, then summarize that emergency preparedness is the activities and measures taken before a crisis to ensure a rapid and effective response. Preparedness takes place before a crisis but also continues during a crisis to prepare for changes or exacerbation of the crisis (e.g., increase in armed conflict). Introduce the key actions bingo card and explain that we will use this in the next 5 sessions. Ask the participants to take a look at it and try to identify the key actions for the preparedness stage. Allow a couple of minutes for participants to think about this, discussing with the person next to them if they want to. Then, use **slides 11-14** to explain the four key actions in the preparedness stage. Check for questions.
8 mins	**Introduction to case study** In plenary, check that participants recall the definition of a risk factor and a protective factor, then confirm the definitions: • Protective factors are those factors in children's lives that enhance their healthy and positive development. • Risk factors are those factors in children's lives that interfere with their development and make them more vulnerable. Explain that we will now have a go at the first of the key actions, using a case study. Share copies of the case study (see below) and read it aloud (**slide 15**). Then, in plenary, ask participants to call out any ideas of risk factors which may be exacerbated by a crisis, and any existing protective factors which could potentially be strengthened. Make a note of the suggestions on a flipchart / virtual whiteboard, and elicit anything that is missing from the lists.

Time	Facilitator notes
50 mins	**Risk and protective factors** Explain that we will now go into groups and plot these risk and protective factors onto a copy of the socio-ecological model. Note that in the Prevention Framework the socio-ecological model has five levels: Child, Family and close relationships, Community, Society, International and regional. Divide the participants into 5 groups and give each group two copies of the blank socio-ecological model (one each for risk and protective factors). Allow around 10 minutes for groups to work on this first step. Circulate between the groups to support as needed. After 10 minutes, bring everyone back together and explain that the Framework has a number of annexes, which we will explore during the course. The first of these is examples of common risk and protective factors. Give each group a copy of Annex 1 and ask them to discuss any factors that might be relevant to the case study context, and add these to their socio-ecological models. Allow another 10-15 minutes to work on this. Bring everyone back to plenary, and debrief the exercise by asking each group to share the risk and protective factors they have identified for one level of the model. After each group has presented, allow others to complement with additional inputs for that level, then move to another group to summarize the next level of the model. Summarize the exercise: Understanding and documenting risk and protective factors related to the types of harm that children experience now and those they may experience during a potential crisis, is a key prevention action in the preparedness phase. Actions to address risk and protective factors should then be included in preparedness plans, and investment should be made into primary prevention before crises, based on the risk and protective factors identified. The identification of risk and protective factors must be context-specific, so annex 1 can only provide a useful starting point.
15 mins	**Applying the principles in the preparedness phase** Explain that, as mentioned in the guiding principles session, we are going to spend some time in our sessions thinking about how we can practically apply the guiding principles in each phase of the programme cycle. Show Guiding Principles diagram (slide 9) and ask the participants to talk with the person next to them for 5 minutes and try to think of 2-3 practical ways to apply the guiding principles in the preparedness phase in their own context.

Time	Facilitator notes
	Invite some suggestions from the group, and then explain that annex 2 of the framework provides suggested actions to integrate the principles into the programme cycle. Hand out copies of annex 2 and, in the same pairs, ask participants to identify one or two things they had not thought of. Reflect on the suggestions and elicit more details where needed. Explain that annex 2 of the framework provides suggested actions to integrate the principles into the programme cycle. Run the second question in the menti, to understand which principle participants find it hardest to think of ways to apply to the preparedness phase. Once you have the results, share the examples for that principle from annex 2. Check for questions.
5 mins	**Wrap up** Recap the key learning points, encourage participants to make any quick notes in their learning log, and wrap up the session.

PARTICIPANT RESOURCE - Key actions bingo

Use existing information to take immediate action while further assessment is undertaken.	Evaluate the prevention of harmful outcomes.	Identify result level outcomes and indicators that measure changes in risk and protective factors.	Monitor changes in risk and protective factors during implementation.	Include actions to address risk and protective factors in multi-sectoral preparedness plans.
Be strategic in selecting the risk and protective factors that will have the most impact and are feasible to address.	Understand and document risk and protective factors related to the types of harm that children experience now and those they may experience during a potential crisis.	Evaluate changes in result outcomes at the level of risk and protective factors.	Gather existing information from multi-sector sources on harmful outcomes to children in the context.	Develop a contextualized theory of change to prevent harm based on the identified risk and protective factors.
Advocate for and invest in primary prevention preparedness actions pre-crisis.	Estimate the contribution of the prevention interventions on identified changes (reduction or increase) in the harmful outcome targeted by the program.	Take early action to prevent harm at the beginning of a crisis.	Analyze harmful outcomes for children and their associated risk and protective factors.	Adapt prevention interventions based on monitoring data.

PARTICIPANT RESOURCE

Case Study

The people in the conflict affected areas of Cabo Delgado, a northern province of Mozambique, continue to face widespread insecurity and ongoing military operations, damaged infrastructure, tattered local economies, loss of livelihoods, human rights violations, including forced recruitment, kidnapping, and conflict-related sexual violence. There are 384,316 children who have been displaced since the beginning of the conflict. They make up around 51% of the displaced population in Cabo Delgado. (UNICEF, 2022). They are one of the most vulnerable groups among the affected population. 3,218 children are fleeing the conflict alone. (IOM, February 2022). This can increase their exposure to serious protection issues. Existing services have limited capacity to deliver necessary services for unaccompanied and separated children (UNHCR, 2022).

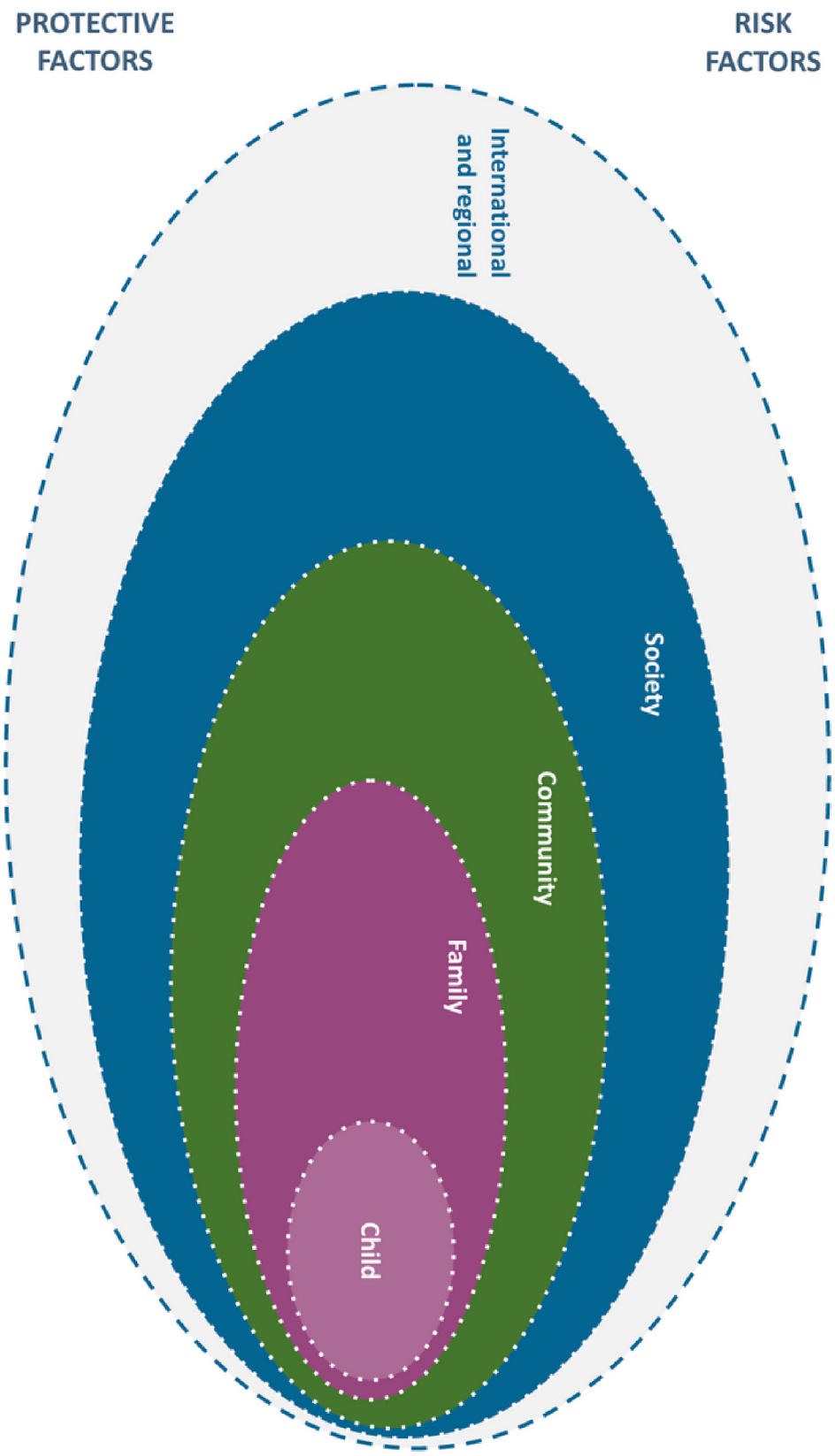
In areas of displacement, school closures due to conflict (Relief Web, 2022) and overall limited availability of secondary education (Save the Children, 2021) are leaving IDP children out of school. This may contribute to exposure to risks. On-going attacks on schools (ACLED Curated Data: Africa, July 2022) are a grave violation of children's rights and increase the possibility of injuries and maiming. Save the Children reported a rapid increase in the number of child marriages in Cabo Delgado. Although prohibited by Mozambican law, this is common practice in Cabo Delgado. Data from 2017 shows that the Province had the highest rate of child marriage in Mozambique at the time. (Instituto Nacional de Estatistica and UNICEF, 2021). This is in part the result of (i) limited access to education and (ii) the lack of a sustainable durable solution in a protracted crisis setting.

The loss of civil documentation and birth certificates (Save the Children, 2021) may further expose children to protection risks such as child marriage. Economic hardship can also be linked to increasing protection incidents reported in Cabo Delgado, such as the increase of children married (as reported in risk 2). The prospect of a reduction in the overall assistance of food items, combined with lack of economic integration sets a dangerous trend in which the overall vulnerable profile of the displaced population in Cabo Delgado (composed of around 80% of women and children) is placed in a situation of increased risk. Human Rights Watch reported that hundreds of children have been kidnapped by NSAG and trained in combat in locations across Cabo Delgado.

There are unverified reports of girls who have been abducted and forced to marry members of the non-state armed groups. The protection cluster, including child protection, gender-based violence partners, and PSEA network, has been working with other clusters to ensure that protection is central to the response. In this connection, the Protection Cluster has worked with the Community Engagement and Accountability to Affected Population Working Group (CE/AAP WG) to ensure that IDPs with specific needs are identified, meaningfully consulted as well as prioritized by the humanitarian response. The Protection Cluster and its partners have also been working to ensure strengthening of local systems and provide trainings to authorities at the district, provincial and national level.

www.globalprotectioncluster.org/sites/default/files/2022-11/20221114_pc_prot_analysis_cd_final_cleared_gpc_1.pdf

PARTICIPANT RESOURCE



6. Step 2: Needs Assessment and Situation Analysis (120 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Explain the key actions for identification and ranking of risk and protective factors prior to prevention programming
- Demonstrate at least one participatory method for conducting community-led analysis of risk and protective factors
- Reflect on how the guiding principles for prevention can be applied in the needs assessment and situation analysis phase

2 KEY LEARNING POINTS

- Key actions in the needs assessment and situation analysis phase include: Gathering existing information from multi-sector sources on harmful outcomes to children in the context; Supporting community-led analysis of the risk and protective factors associated with harmful outcomes; Determining if any sub-population groups may be prioritized in prevention efforts.
- The identification and analysis of risk and protective factors should be done in consultation with the local community. It is important to select a suitable participatory approach and to facilitate this in a culturally sensitive way. Possible methods for this consultative assessment include focus group discussions, mapping or modeling, and key informant interviews.
- The identification and ranking of risk and protective factors prior to prevention programming should: First, identify the most common and/or impactful harmful outcomes in the context; Second, consult the community to identify risk and protective factors that contribute to the most common/impactful harmful outcome(s), and rank risk and protective factors on the basis of contribution to the harmful outcome and how common it is among the population in question.
- Some examples of how the guiding principles for prevention can be applied in the preparedness phase include: Identifying the protective and risk factors across the socio-ecological levels; Disaggregating assessment data to understand the key factors specific to age, gender, sexual orientation, ethnicity, disability groups or other vulnerability factors; Compiling and analyze existing data on child wellbeing and harmful outcomes from a multi-sectoral perspective. More examples are available in annex 2.

3 SESSION OUTLINE

Topic	Methodology	Time
Introduction	Trainer input	2 min
Key actions	Group exercise	15 min
Selecting approaches	Plenary exercise	10 min
Community consultation	Group exercise	60 min
Applying the principles	Individual reflection	10 min
Wrap up	Trainer input	3 min

4 PREPARATION and MATERIAL REQUIRED

- Print copies of the cases study for each participant
- Print one copy of the FGD guidance per group

5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
2 mins	**Introduction** Remind participants that we are moving on to stage two of the programme cycle: needs assessment and situation analysis. Explain that a primary prevention approach is based on a comprehensive analysis of the risk and protective factors that impact whether children experience harmful outcomes. It goes beyond the question of what the harmful outcomes to children are in a given context, such as child marriage, violence in schools, recruitment in armed forces, family separation. Prevention programming also needs to know what the risk factors leading to harmful outcomes for children are, and what the protective factors that can prevent children from experiencing harmful outcomes are, as well as understanding which of these factors has the greatest impact. In this session we will build on the work we did on risk and protective factors in the preparedness session, and think about how we can ensure we identify and rank these in consultation with the local community. Show **slide 18** and share the session objectives.

Time	Facilitator notes
15 mins	**Key actions** Explain that in this session, we will try and identify the key actions by looking at some programme examples. In small groups, they should read the examples and, using their key actions bingo sheet, try to identify the 3 key actions for the assessment and situation analysis step. Organize the participants into small groups and give out copies of the case studies. After 10 minutes bring the group back together and use **slides 19-21** to recap the key actions.
10 mins	**Selecting approaches** In plenary, ask participants to reflect on the case studies again and answer the questions on **slide 22**: • What methods were used to consult with the community? • What other/additional methods could have been used? Take some suggestions, then note that the Prevention Initiative has developed a guide to Identifying and Ranking Risk and Protective Factors, which suggests a four step process. In this, focus group discussions are the proposed method, but they are not the only option. Explain that in the next part of the session, we will practice working with some of these methods.
60 mins	**Community consultation** Reiterate that the identification and ranking of risk and protective factors prior to prevention programming should: First, identify the most common and/or impactful harmful outcomes in the context; Second, consult the community to identify risk and protective factors that contribute to the most common/impactful harmful outcome(s), and rank risk and protective factors on the basis of contribution to the harmful outcome and how common it is among the population in question. Explain that in this activity, we will work in groups to practice this, using the Education Cluster example. Possible methods for this consultative assessment include focus group discussions, mapping or modeling, and key informant interviews. Say that we are now going to further explore focus group discussions in groups. Divide participants into groups of 5 people. Show **slide 23** and explain the activity. In their groups, participants should use the Education Cluster example and imagine they are doing some additional consultation with the local community, to support programme design. They should follow the steps shown on the slide: • Identify the harmful outcomes in the context • Identify what they want to find out in their consultation and design their approach, e.g. identify groups to be consulted, write their questions, • Conduct the consultation. Note that this should include identifying risk and protective factors, as well as ranking them - some members of the group will

Time	Facilitator notes
	play the assessment team and others will play the local community. They may choose to swap part way if this is helpful. Note that we will then come back together to discuss how it went. Check for questions on the task. Explain that you will give time recommendations to ensure groups complete all the steps. Encourage the groups to move to a space in the training room and begin the first step. After 5 minutes, remind them to start designing their consultation if they have not yet done so. After 10 more minutes, remind them to start their consultation. Circulate between the groups to make sure this is happening. After 10 minutes, remind them to ensure they also rank the risk and protective factors. After 5 more minutes (30 minutes from the start of the group work) bring everyone back to plenary. Give a 5 minute break here if possible. Show **slide 24** and explain that you would like the groups to now debrief together. Outline the questions: • What worked well about this method? • What was challenging? • What adaptations would I make to apply this in my own context? Give them ten minutes to discuss in the same groups, then bring everyone back to plenary and ask for one key point from each group, on the first two questions. Then, open the floor for the third question if time allows, or invite comments in the chat. Clarify any points about the methods as needed, then summarize that the identification and analysis of risk and protective factors should be done in consultation with the local community. It is important to select a suitable participatory approach and to facilitate this in a culturally sensitive way.
10 min	**Applying the guiding principles** Ask participants to spend a few minutes working individually to reflect on and make notes of how they can apply the guiding principles in this step of the programme cycle. After a couple of minutes remind them that they can refer to Annex 2 for ideas if they need to. Allow another 2 minutes then bring everyone back to plenary and ask for a few volunteers to share one of their ideas.
3 min	**Wrap up** Summarize the key learning points, encourage participants to make any quick notes in their learning log, and wrap up the session.

PARTICIPANT RESOURCE

Example 1: Using education assessments in Syria to understanding risk and protective factors

The community education assessment tool agreed by the Education Cluster for use in Syria in 2018 asks key informants to identify barriers to education. Possible barriers include early marriage, corporal punishment, lack of documentation for children, psychosocial distress of children or teachers, unsafe transportation options and more.

The assessment also identifies which groups of children have less access to education by age, disability, gender, or legal or displacement status.

Education assessments include valuable information on harmful outcomes as well as access and attendance to formal and non-formal education. Child protection and education actors can jointly analyze the data collected in combination with additional data collected by child protection actors on risk and protective factors to determine priority prevention actions needed with communities.

Example 2: Profiling of children who have experienced harmful outcomes to identify risk and protective factors in Uganda

In Uganda, ChildFund worked with a wide variety of partners to prevent family separation. Data was collected from children living in the residential care and the caregivers that worked in the residential care centers on the factors that led them to be separated from their families.

Nine major risk factors were identified. This included 53% of children and workers citing lack of access to quality education as a factor, 51% the loss of one or both parents, 51% poverty and 15% identified neglect at home.

This information was then triangulated with community data. The communities where the largest number of children living in residential care came from were identified. Then community members from these areas identified households where they perceived a high risk of family separation.

The high-risk households were assessed on vulnerability scales that looked at household economic security, access to basic needs, health care, psychosocial support, child protection and legal support. This method found that household poverty, loss of one or both parents, domestic violence and alcoholism were the top risk factors present in these households.

Learning recap - day 1 (15 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Identify their own key learning from the day's sessions
- Reflect on how to apply the learning in their own work

2 KEY LEARNING POINTS

N/A - key learning points will be generated individually by the participants.

3 SESSION OUTLINE

Topic	Methodology	Time
Daily recap	Plenary exercise	5 min
Learning logs	Individual reflection	7 min
End of day feedback	Plenary exercise	3 min

4 PREPARATION and MATERIAL REQUIRED

- Print enough copies of the learning log template for all the participants
- Prepare two flipcharts representing ‘trash’ and ‘treasure’
- Post it notes

5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
5 mins	**Daily recap** Show the learning journey (slide 2) and recap what we have covered today - including where we started the day, the theme of each session, the main activities/exercises participants have done, and where we are now on the learning journey diagram.
10 mins	**Learning logs** Introduce the idea of the learning log as a place where participants can make a note of their own key learning and start to identify ways they want to use this, or continue to explore it after the course. Invite participants to spend 5 minutes, working individually, to complete their learning log based on what we have covered today. Remind them that at the end of the course we will do some more detailed planning for how to roll out the framework in their context. Notes they make now might be with that in mind, and/or to capture the most important learning points from the day. If possible, play some gentle, instrumental music to help the participants concentrate.
3 mins	**Daily feedback** Explain that you would like to gather some informal feedback on the first day of the training. Hand out post it notes and ask participants to give feedback in the format of Trash (something they didn't like) and Treasure (something they did like) and attach these to the relevant flipchart.

PARTICIPANT RESOURCE - Learning Log

Session or topic	What did I learn?	How does this apply in my own work?	What adaptation or follow up do I need to do?

7. Step 3: Design and Planning (140 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Explain the key actions for prevention programming that take place in the design and planning phase
- Demonstrate how to use the risk and protective factors prioritization tool
- Demonstrate how to develop a logical framework for a primary prevention programme
- Reflect on how the guiding principles for prevention can be applied in the design and planning phase

2 KEY LEARNING POINTS

- Key actions in the design and planning phase include: Developing a contextualized theory of change to prevent harm based on the identified risk and protective factors; Designing population-level approaches to address risk and protective factors at multiple levels of the socio-ecology; Designing and planning interventions with communities, and include children and their families.
- Given the realities of humanitarian and fragile contexts, including limited funding, human resources, and access, in most cases, we may not be in the position to address all identified risk and protective factors. Therefore, risk and protective factors that are identified in context need to be prioritized. The Prioritization tool helps with this process. First identified risks are ranked by how important they are to the outcome to be prevented. This becomes the impact score. A feasibility score is determined by the actors and stakeholders who will be implementing the project design, using their local knowledge of what factors can be addressed in context given the situation, knowledge and resources available. Factors are then plotted on a matrix of risk and feasibility and the factors scoring highly on both axes are the priorities to be addressed. Also, factors that overlap across more than one negative outcome should be prioritized.
- Once priorities have been identified, one or more theories of change should be developed in the format: “IF we do this activity, THEN this change will happen, BECAUSE of these factors.” This information should then be used to develop a logical framework for prevention programming.
- Some examples of how the guiding principles for prevention can be applied in the design and planning phase include: Ensuring that preventing harm to children is a central aim within humanitarian response plans; Coordinating and planning with a range of groups and agencies to address the risk and protective factors at all socio- ecological levels. More examples are available in annex 2.

3 SESSION OUTLINE

Topic	Methodology	Time
Introduction and key actions	Trainer input	10 min
Introduction to the prioritization tool	Presentation	15 min
Using the priorization tool	Small group work	30 min
Analyzing intersections	Small group work	25 min
Break		5 min
Selecting activities	Small group work	15 min
Theory of change and log frame	Small group work	15 min
Optional practice	Small group work	**
Reflections and questions	Plenary debrief	15 min
Applying the principles	Plenary exercise	7 min
Wrap up	Trainer input	3 min

**If including this optional practice, add timings based on the level and needs of the group

4 PREPARATION and MATERIAL REQUIRED

Note: 2 facilitators are needed for this session

- Print copies of the community data for each group
- Print copies of annex 4
- Ball
- Print copies of annex 5
- If possible, have 2-4 computers available for participants to use the interactive prioritization matrix during the group work or print copies of the blank prioritization chart
- Decide whether to include the optional practice on developing theory of change and log frame. Adjust agenda and timings accordingly.

5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
10 mins	**Introduction** Welcome the participants to the session and use the learning journey visual (slide 2) to remind them of where we are in the course. Then introduce the session objectives (slide 25). Explain that program design and planning is a critical step to effective primary prevention interventions. It builds directly on the assessment and analysis and underpins the evaluation of change and evidence that will be generated from the program. Ask participants to find their key actions bingo card and, with the person next to them, try to identify the three key actions it contains for the design and planning step. Allow a couple of minutes for participants to think about this, discussing with the person next to them if they want to. Use slides 26-28 to explain the three key actions in the design and planning stage. Check for questions.
15 mins	**Intro to annex 4: prioritization tool** Explain that given the realities of humanitarian and fragile contexts, including limited funding, human resources, and access, in most cases, we may not be in the position to address all identified risk and protective factors. Therefore, risk and protective factors that are identified in context need to be prioritized. Annex 4 of the Primary Prevention Framework is designed to help with this, by providing a structured way to prioritize risk and protective factors. The prioritization takes place based on three criteria: impact, feasibility, and intersection. Use slide 29 to talk through how to use the tool. 1. Before using the tool, identify the risk and protective factors associated with the harmful outcomes that you want to prevent. As discussed in the last session, this should be done with communities, who should also rank how important each factor is to the harmful outcome that you want to prevent. 2. Each risk and protective factor should then be given a score, based on the impact and feasibility of addressing the factor. a. The score for impact is determined by the ranking the community gave of how important the factor is to the harmful outcome. b. The feasibility score can be determined by those who will implement the project design, using their local knowledge of what is possible in the context. This may include a consideration of the situation, knowledge and resources available. 3. These scores should then be plotted on the Prioritization of Risk and Protective Factors chart.

Time	Facilitator notes
	Move to **slide 30** and talk through an example. Ask: If food security scores 4 for impact, and 4 for feasibility, where will it appear on the chart? Invite a volunteer to get up and point at the relevant spot, then click to animate the slide and reveal the correct position. Repeat with further examples: • Access to secondary school scored 5 for impact and 4 for feasibility. • Poverty scored 2 for impact and 2 for feasibility. • Positive relationship with caregiver scored 3 for impact and 2 for feasibility. Then, explain that the factors which score the highest on both impact and feasibility are the top priorities to address. These are the ones which appear in the top right quadrant of the chart. Note that the steps should be repeated for each type of harmful outcome that ought to be prevented. The scores should be plotted on the same chart to identify the intersection of any factors. We will come back to this idea a bit later in the session. Note that participants will have a chance to work with the tool shortly, but first you want to check for questions.
30 min	**Using the prioritization tool** Explain the group work: Using the data set provided, which is based on the Cabo Delgado case study used earlier in the course, participants should work through the steps we have just introduced, and carry out a prioritization of risk and protective factors in relation to the harmful outcomes they are trying to prevent. The data includes the risk and protective factors, as identified and ranked by children and community members, for two harmful outcomes: CAAFAG and Child Marriage. Note that each group should complete the exercise for one harmful outcome only, and when we come back to plenary, we will overlay the two matrices. Ask the participants to remind you of the steps, ensuring that they are clear: 1. Convert the community's ranking to scores for impact 2. Score the factors for feasibility in the Cabo Delgado context 3. Plot the combined scores on the blank chart 4. Identify the priorities Organize the participants into 4 groups and give each group a copy of the blank prioritization chart, and a copy of annex 4, for reference (or, if possible, a computer and the interactive matrix). Assign two groups to work on CAAFAG and two to work on Child Marriage. Make sure each group knows which harmful outcome they are working on. Ask them to find a space in the training room to work and let them know at what time we will stop the activity. Circulate between the groups to observe and support as required.

Time	Facilitator notes
25 mins	**Analyzing intersections** Explain that, as mentioned earlier, we should also analyze the intersection of prioritized factors, by considering two or more harmful outcomes together. Show the example on **slide 31** and explain that when the same risk or protective factor appears multiple times in the chart, these factors should be addressed as additional priorities, because they have the greatest potential to prevent multiple types of harm to children. Explain that one consideration is where the factor falls on the axes, and the other consideration is how many negative outcomes can be impacted if we address that factor. Explain that in the example shown on the slide, access to secondary school is a priority factor for both child labour and child marriage outcomes. Explain that now, we will analyze the intersections from the case study, by joining with another group, and comparing our prioritization matrices to identify any risk or protective factors that should be prioritized. Have one facilitator join each group to facilitate this part of the exercise. In each sub-group, use the matrix to facilitate an agreement on risk and protective factors that would have the most impact and that are the most feasible, keeping in mind the intersections of the two harmful activities. [Screen share the interactive matrix and ask each group to share their main factors and scores. Add these to the sheet so that the matrix is populated. Highlight any intersections that this brings up]. Ask participants to return to their original groups and agree which factors they will address in their programme. Allow 5 minutes to do this, then bring everyone back to plenary.
5 min	**Break** - Invite the participants to take a quick comfort break, and move around the room to stretch a bit.
15 min	**Selecting activities** Explain that once we have filled in the matrix and considered the intersections, the next step is to select those factors that will be addressed in the programme and list the activities that can address the identified factors. Annex 5 provides a summary of evidence-based CPHA approaches at the different levels of the socio ecological model. In the column “description of intervention” you have a summary of the main type of interventions that can be used to prevent risk factors and bolster protective factors. Show annex 5. Also remind participants that INSPIRE identifies seven evidence-based strategies for countries and communities working to eliminate violence against children. Six of these seven strategies are preventative approaches, and while most of the examples refer to development settings, they may be a useful source of information and ideas.

Time	Facilitator notes
	Explain that participants will return to their groups, and for each factor that was agreed upon in the previous exercise, they should list specific activities which can be done at different levels of the socio-ecological model, to address the selected factors. Annex 5 can be consulted to define activities. Check for questions on the task. Allocate 10 minutes to work on this. Circulate between the groups to support as required.
15 min	**Theory of change and logframe** Explain that once priorities have been identified, one or more theory/ies of change should be developed in the format: "IF we do this activity, THEN this change will happen, BECAUSE of these factors." (**Slide 32**) Share the example: IF we increase household food security, THEN we will prevent children being recruited in armed forces and armed groups, BECAUSE food insecurity is a major risk factor that leads to child recruitment. Explain that once the theory of change is in place, this information should then be used to develop a logical framework for prevention programming. Note that annex 3 contains an example logframe. Check for questions.
**	**OPTIONAL practice (add timings based on the level of the group)** Explain that we will now have a go at these steps, based on the prioritization and selection of activities that we conducted earlier. For this activity participants will return to their groups and should first, work out the theory of change based on their prioritized factors, and then draft a simple log frame based on this. Share copies of Annex 3: Example log frame, and explain that this is an example from the framework which they can use for reference. Check for questions on the task, then start the activity. Circulate between the groups to observe and support as required.
15 min	**Reflection and debrief** Bring everyone back to plenary and explain that we will now reflect on and debrief the activity. Show **slide 33** and ask: • What went well? • What was challenging? • What questions do you have? After 10 minutes bring everyone back to plenary and invite some brief reflections on what went well and what was challenging, then focus the remaining time on answering any questions which arose during the activity.

Time	Facilitator notes
7 min	**Applying the principles** Explain that we will now, once again, consider how we can apply the guiding principles for prevention in this step of the PCM. show **slide 17** of the guiding principles and ask the participants to spend a couple of minutes, working individually, to write down some ideas of how they could apply the principles in this step. Once you have given time for people to write some ideas down, ask everyone to stand up. Explain that we will throw a ball between us. When you catch the ball, it is your turn to share an example. You should then throw the ball on, and sit down to indicate that you have taken your turn. Run the activity. Prompt with examples from annex 2 if anyone gets stuck.
3 min	**Wrap up** Recap the key learning points, encourage participants to make any quick notes in their learning log, and wrap up the session.

PARTICIPANT RESOURCE

Design and Planning group work

The tables below show the risk and protective factors that children and communities in Cabo Delgado have identified in relation to two harmful outcomes: Children Associated with Armed Forces and Armed Groups (CAAFAG), and Child Marriage. The factors have also been ranked by the community, from those with the most impact on the harmful outcome, to those with the least impact on the harmful outcome.

The task:

In your group, look at the data for the harmful outcome you have been assigned and:

1. Convert the community's ranking to scores for impact, on the 1-5 scale given in the prioritisation matrix;
2. Score the factors for feasibility in the Cabo Delgado context;
3. Plot the combined scores on the prioritisation matrix;
4. Identify the priority risk and protective factors to be addressed in a primary prevention programme.

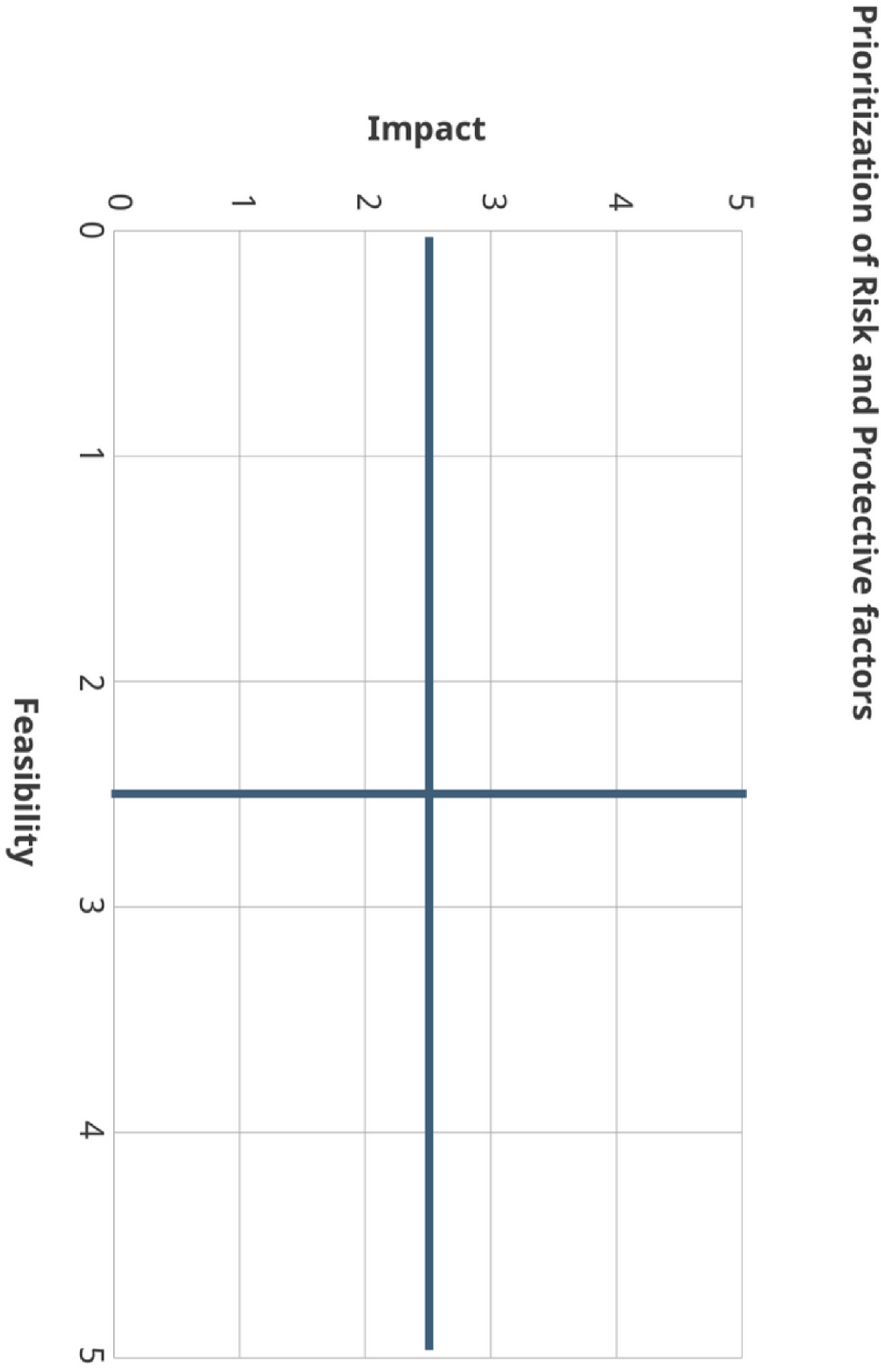
Table 1: Risk and Protective Children Associated with Armed Forces and Groups In Cabo Delgado

	Risk Factors	Protective Factors
Most impact	Displacement Status	Access to secondary school
	Economic Hardship	Safety in Displacement camps
	Food insecurity	Identification of vulnerable families
		Access to Education
Least impact		Birth Registration and Documentation

Table 2: Impact Prioritization. Child Marriage In Cabo Delgado

	Risk Factors	Protective Factors
Most impact	Economic Hardship	Access to Education
	Food insecurity	Access to secondary school
	Displacement Status	Birth Registration and Documentation
		Identification of vulnerable families
Least impact		Safety in Displacement camps

PARTICIPANT RESOURCE



8. Step 4: Implementation and Monitoring (60 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Explain the key actions for prevention programming that take place in the implementation and monitoring phase
- Reflect on how the guiding principles for prevention can be applied in the implementation and monitoring phase

2 KEY LEARNING POINTS

- Key actions in the implementation and monitoring phase include: Monitoring changes in risk and protective factors during implementation; Adapting prevention interventions based on monitoring data.
- Some examples of how the guiding principles for prevention can be applied in the implementation and monitoring phase include: Conducting regular, joint monitoring data analysis between sectors throughout implementation; Implementing interventions to strengthen protective factors; Prioritizing community- led approaches. More examples are available in annex 2.

3 SESSION OUTLINE

Topic	Methodology	Time
Introduction	Trainer input	2 min
Prevention programme examples	Experience sharing	20 min
Key actions	Plenary discussion	25 min
Applying the principles	Small group work	10 min
Wrap up	Trainer input	3 min

4 PREPARATION and MATERIAL REQUIRED

- In advance, identify 2-3 participants who have implemented primary prevention programming and invite them to give a short presentation, specifically on the implementation and monitoring phase. If this is not possible, prepare your own example, or prepare to detail the example available in the Primary Prevention Framework.

5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
2 mins	**Daily recap** Explain that we are moving on to the implementation and monitoring step of the PCM, then introduce the session objectives (slide 34).
20 mins	**Prevention programme examples** Invite the participants you pre-identified to share their examples of implementing and monitoring primary prevention programmes. If this has not been possible, share the programme example from the framework. Allow time for questions of clarification, as needed.
25 mins	**Key actions** In plenary, ask: based on what we have heard in these examples, what key actions seem to exist in the implementation and monitoring phase. Take some suggestions, then ask participants to refer to their key actions bingo sheet and identify the two key actions the Framework provides for this step. Use slides 35-36 to introduce the two key actions given in the framework. Invite any reflections on these key actions in relation to the examples that were shared, and facilitate a discussion using the following guiding question: • How were these key actions done in the examples given? • What potential challenges emerged, or would you foresee with these key actions? • What support might you need to implement these key actions in your own work?
	Applying the principles Ask: In the examples we have heard, which principles were applied and how? Take some suggestions and try to elicit examples which you identified during the experience sharing. These may include things like; • Support children within the population to be knowledgeable and skilled on prevention of harm to themselves and their peers through school curricula or media messaging. • Prioritize community- led approaches. • Implement interventions to strengthen protective factors. • Build on the existing abilities of children, families, communities, and societies to prevent harmful outcomes. • Ensure multi- sectoral monitoring efforts and regular joint analysis of monitoring data and feedback from service providers and users.

Time	Facilitator notes
	• Conduct regular, joint monitoring data analysis between sectors throughout implementation. • Address both risk and protective factors and strengthen prevention services and supports across the socio-ecological levels. Allow 2 minutes for participants to note down any ways in which they can apply the principles in their own work, which have emerged from the discussion.
3 mins	**Wrap up** Recap the key learning points, encourage participants to make any quick notes in their learning log, and wrap up the session.

9. Step 5: Evaluation and Learning (80 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Explain the key actions for prevention programming that take place in the evaluation and learning phase
- Consider possible methodologies for evaluation of primary prevention programmes
- Reflect on how the guiding principles for prevention can be applied in the evaluation and learning phase

2 KEY LEARNING POINTS

- Key actions in the evaluation and learning phase include: Evaluating changes in result outcomes at the level of risk and protective factors; Evaluate the prevention of harmful outcomes; and sharing learnings on prevention effectiveness and cost-benefit analysis.
- Potential methodologies for evaluation of primary prevention programmes include: Outcome mapping / Results journals are a tool used by community members to record changes they observe around them. The most significant change method involves identifying stories on what change in community members' / stakeholders' life, family or community has occurred as a direct or indirect result of the interventions. Contribution analysis seeks to understand how the activities within an intervention influenced an observed change, or if external factors caused the change. Outcome harvesting is an approach where changes - both expected and unexpected - toward prevention of harm in the community are observed and recorded by community members and program staff. The evaluators work backwards to see how the preventative program efforts might have contributed to the change. Most significant change and outcome harvesting are useful when causal pathways are unclear or complex.
- Some examples of how the guiding principles for prevention can be applied in the implementation and monitoring phase include: Conducting regular, joint monitoring data analysis between sectors throughout implementation; Implementing interventions to strengthen protective factors; Prioritizing community-led approaches. More examples are available in annex 2.

3 SESSION OUTLINE

Topic	Methodology	Time
Introduction	Trainer input	2 min
Key actions	Presentation	10 min
Intro to evaluation methodologies	Plenary discussion and videos	20 min

Evaluation scenarios	Group work	40 min
Applying the principles	Individual reflection	5 min
Wrap up	Trainer input	3 min

4 PREPARATION and MATERIAL REQUIRED

- If necessary, invite an M&E colleague to support the delivery of this session
- Pre-load the videos so that any buffering has taken place and adverts have been skipped.
- Print copies of the scenarios for each group.

5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
2 mins	**Introduction** Explain that we are moving on to the final stage of the PCM: Evaluation and Learning, then introduce the session objectives (**slide 37**). Remind participants that planning the evaluation and learning should start in the design phase (step 3), to ensure that the time, tools and resources are in place to conduct the necessary activities.
10 mins	**Key actions** Ask the participants to call out the three key actions that remain on their bingo sheets, and which apply to step 5. These should be: • Evaluate changes in result outcomes at the level of risk and protective factors. • Evaluate the prevention of harmful outcomes. • Share learnings on prevention effectiveness and cost-benefit analyses. Use **slides 38-40** to provide more detail on what the key actions entail.
20 mins	**Evaluation methodologies** Explain that there are some evaluation methodologies which are particularly useful for monitoring and evaluating primary prevention programmes. These are outcome mapping/results journals, most significant change, contribution analysis, and outcome harvesting. Show **slide 41** and ask if anyone is familiar with one of these methodologies and can give a brief explanation to the group. For any where no one is willing or able to do this, or where you feel further clarification might be needed, show the video: Most Significant Change Contribution Analysis Outcome Harvesting

Time	Facilitator notes
40 mins	**Evaluation scenarios** Explain that now that we have some more understanding of methodologies which will be useful to us in evaluating primary prevention projects, we will consider their application in some scenarios. Show **slide 42** and explain that in their groups, participants should read each scenario and decide: • Which methodology is being used • What the advantages and disadvantages of that methodology might be Hand out copies of the scenarios. Divide the participants into three groups. Ask each group to start with a different scenario and note that they may not have time to discuss all 3. Ensure each group has a flipchart and markers to make notes. Allow 20 minutes for the groups to work on the scenarios, circulating between them to support as required. Then, bring everyone back to plenary. Work through each scenario in turn, each time asking a different group to provide feedback on the two questions, and allowing other groups to complement or disagree. Check for any questions on what we have covered so far, or any experiences of evaluation and learning of primary prevention programmes.
5 mins	**Applying the principles** Read out the following list of suggested actions (from annex 2) and ask participants to determine if they belong to step 5 or not. Either by voting with their feet - moving to one side of the room for yes and another for no, by shouting out, or by standing up for yes and sitting down for no. • Identify the protective and risk factors across the socio-ecological levels (No, step 2) • Conduct joint evaluations and lessons learned documentation on prevention of harmful outcomes among the range of groups and agencies addressing the risk and protective factors. (Yes) • Share the results on the effectiveness of prevention interventions with humanitarian actors locally and globally. (Yes) • Ensure preparedness measures to prevent harm are implemented pre-crisis. (No, step 1) • Prioritize community- led evaluation approaches. (Yes) • Analyze evaluation outcomes based on age, gender, sexual orientation, ethnicity, disability to understand impact and gaps for future programming (Yes)
3 mins	**Wrap up** Recap the key learning points, encourage participants to make any quick notes in their learning log, and wrap up the session.

6 SUPPORTING INFORMATION

Additional notes for scenario debrief:

Evaluation approach	Scenario number	Pros	Cons
Outcome harvesting	2	• Can be conducted after the fact, without having been planned long in advance (no baseline) • Effective in complex contexts and projects • Uncovers both intended and unintended outcomes of interventions • Generates verifiable outcomes • Focuses on outcomes not activities • Focuses on what has changed, how and why • Can provide powerful communication material	• Requires skilled facilitation • Can be a time consuming process • Participation of those who influenced outcomes is crucial • Requires a new way of thinking about evaluation, which might be a barrier to some organizations / participants
Most significant change	1	• Good when there is high diversity / broad range of experiences • Helps to identify what is important to different stakeholders • Helps to identify how and when change has taken place • Relatively light on resources • Allows you to learn from the stories you collect • Can provide powerful communication material	• No set indicators • Needs to be used with other methodologies, as provides information on the extremes • Not 'scientific', hard to verify empirically • Requires skilled facilitation • Participants may accentuate positive stories / feedback
Contribution analysis	3	• Focuses on why outcomes have occurred (or not) and thereby helps to confirm or revise a theory of change • Particularly useful in situations where the project theory of change is clearly defined and there is little scope to adjust the project implementation	• Additional data collection may be required as part of the process • Limited to evaluating the existing theory of change

PARTICIPANT RESOURCE

Evaluation Scenario 1

In 1994 Rick Davies was faced with the job of assessing the impact of an aid project on 16,500 people in the Rajshahi zone of western of Bangladesh (6). The idea of getting everyone to agree on a set of indicators was quickly dismissed as there was just too much diversity and conflicting views. Instead Rick devised an evaluation method which relied on people retelling their stories of what they had witnessed as a result of the project. Furthermore, the storytellers explained why they thought their story was important.

If Rick had left it there the project would have had a nice collection of stories but the key stakeholders' appreciation for the impact of the project would have been minimal. Rick needed to engage the stakeholders, primarily the region's decision-makers and the ultimate project funders, in a process that would help them see (and maybe even feel) the impact. His solution was to get groups of people at different levels of the project's hierarchy to select the stories which they thought were most important and explain why they made that selection.

Each of the 4 project offices collected a number of stories and were asked to submit one story in each of the four areas of interest to the head office in Dhaka. The Dhaka head office staff then selected one story from the 16 submitted. The selected stories and reasons for selection were communicated back to the level below and the original storytellers. Over time the stakeholders began to understand the impact they were having and the project's beneficiaries began to understand what the stakeholders believed was important. People were learning from each other.

Rick's method was highly successful: participation in the project increased; the assumptions and world views surfaced, helping in one case resolve an intra-family conflict over contraceptive use; the stories were extensively used in publications, educational material and videos; and, the positive outcomes where identified and reinforced."

Evaluation Scenario 2

At Search for Common Ground (Search), this evaluation methodology has been an especially useful tool, often as a fallback plan and supplement to traditional linear results-based models such as the logical framework. In Uganda, we adopted it for the Supporting Access to Justice, Fostering Equity and Peace project focused on strengthening peacebuilding and conflict mitigation by improving access to justice in land matters and promoting peace and reconciliation. The logical framework no longer reflected the reality of the context or project activities, both of which had evolved over time and the flexibility afforded by this methodology ensured that the evaluation was responsive to the changing nature of the project.

Search also introduced an adapted approach to create a space for reflection in its ongoing collaborative project with Humanity United in South Sudan. As part of this initiative, peacebuilding scholars and experienced practitioners accompany young South Sudanese leaders as the latter collectively innovate and act to transform conflicts in their community. Since the project did not have a predetermined set of objectives or goals from the outset, this evaluation methodology has been an ideal tool to capture the emergent changes over the duration of the project. [Continues on next page]

An important component of the monitoring, evaluation, and learning strategy have been the monthly conversations with the peacebuilding experts and practitioners about the changes that they are observing and hearing about through their work with the local peacebuilders. In the weeks leading up to the call, participants record their outcomes in a form that prompts analysis at the individual level about the significance of the changes and the intervention's contribution to them. The monthly conversations then create an opportunity for implementing partners and donors to come together to pause, discuss their observations at length, and discern the implications for program strategy moving forward.
The findings are substantiated using additional tools like surveys and are reflected back to the young peacebuilders on the ground. The design of the process and its scope of enquiry has been shaped by the changing needs of the project and its participants.

Evaluation Scenario 3
Step 1 -The first step in this process was to review the logic underlying the Fiji Education Sector Program (FESP) that had been documented in a program logical framework matrix. The links between each level in the hierarchy of this matrix were analysed and clarified. Performance indicators were revised in the logical framework matrix to reflect the Ministry's targets.

Preparation for Steps 2 to 4 - The previous focus had only extended to an output level, now the assessment of evidence for results also took place at a higher level of the results chain, that is, outcomes and impacts. The responsibility for monitoring and evaluating achievements at each level identified within the program logic were also clearly established. The team member supporting a specific area of the FESP was responsible at program output and intermediate outcomes level, and the Monitoring and Evaluation Adviser at objective and outcomes level. The Terms of Reference provided to Advisers were restructured to clearly reflect the relevant results chain and included indicators, for each level, to initiate early thinking about alternative explanations for achievement of outcomes. Each team member made several visits to support the Ministry to implement the program. During their first input, each team member was required to develop a plan for monitoring and evaluating the achievement of the indicators specified in their Terms of Reference. They also identified potential alternative explanations for the achievement of outcomes and gathered evidence to demonstrate or discount these.

Implementation of Steps 2 to 6 - At the completion of each input, each team member assessed the evidence and alternative explanations and updated their performance story. As its name suggests, a performance story provides a description of a program's achievements and details of how these were achieved. The updated performance story then fed into a team member's next input, resulting in (and promoting) a monitoring and evaluation cycle. Next, the Monitoring and Evaluation Adviser reviewed each team member's performance story. During this review, the need for additional evidence was identified by the team member and also by the Monitoring and Evaluation Adviser. This additional information was then collected by the team member during subsequent inputs. With these activities completed, the Monitoring and Evaluation Adviser prepared a performance story at the Ministry of Education outcomes level.
Scenario 3 drawn from: https://usaidlearninglab.org/sites/default/files/resource/files/mod17_ausaid_fiji_case_article.pdf

10a. Thematic example: Applying the framework for the prevention of family separation (75 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Explain primary prevention in the context of family separation
- Give examples of Risk and Protective Factors relating to Family Separation
- Suggest ways to prevent Separation & Preserve Family Unity

2 KEY LEARNING POINTS

- The overall goal of primary prevention relating to family separation is to minimize the chance of separation and hence, reducing the number of families and children in need of secondary and tertiary prevention and response services, such as case management, alternative care and family tracing and reunification.
- A primary prevention approach to family separation involves addressing the root causes of family separation within a population or community. This requires: (1) understanding the root causes of family separation and associated risk factors in a given context, (2) understanding protective factors that prevent family separation and preserve family unity within a given context.
- Risk factors that may lead to family separation include: child marriage, child labour, psychosocial distress/ family breakdown, children placed in institutions to access basic services; children sent away for safety reasons, child recruitment; accidental family separation following sudden population movements; children sent elsewhere/ placed in institutions to access basic services.
- Protective factors may include: Supportive communities and social/traditional norms; Awareness among communities of child protection and impact of family separation; Availability of socio-economic support; Availability of basic and specialized services and multi-sectoral programming to support children and families; Adequately resourced social workforce; Legislation and policies providing for the protection of children and promoting family support.
- Examples of measures to prevent family separation at the population level include: Strengthening community child protection mechanisms and awareness on the protection of children, the impact of family separation and the importance of family unity and a supportive family environment; Provision of social protection programmes and socio-economic support: cash transfer schemes and livelihood support; Supporting capacity development of the social workforce; Strengthening basic and specialized services and multi-sectoral programming to support children and families; Developing and implementing emergency preparedness plans; Advocating for law and policy reform and/or law enforcement regarding the protection of children and family support; Promoting family and community-based care and support restrictions regarding the set-up and running of residential care facilitate; Registration of displaced populations, including caregivers and their children at e.g., border crossings.

3 SESSION OUTLINE

Topic	Methodology	Time
Introduction	Plenary discussions	15 min
Case study	Group work	35 min
Case study debrief	Plenary discussion	20 min
Wrap up	Trainer input	5 min

4 PREPARATION and MATERIAL REQUIRED

- Edit slide 43, to remove the text related to child recruitment
- Print one copy of the case study handout per participant

5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
15 mins	**Introduction** Refer to the learning journey visual (slide 2) and explain that now we have considered the key actions for primary prevention programming at each step of the PCM, we are going to look at a thematic example of how to apply the primary prevention approach to the prevention of family separation. Show slide 43 and introduce the session objectives. Ask: What is the overall goal of primary prevention relating to family separation? Take some suggestions, then explain or confirm that the overall goal of primary prevention relating to family separation is to minimize the chance of separation and hence, reducing the number of families and children in need of secondary and tertiary prevention and response services, such as case management, alternative care and family tracing and reunification. Ask: What would a primary prevention approach to family separation involve? Take some suggestions, then explain or confirm that a primary prevention approach to family separation involves addressing the root causes of family separation within a population or community. Ask: What would be required to achieve this?

Time	Facilitator notes
	Take some suggestions, then explain or confirm that it requires: (1) understanding the root causes of family separation and associated risk factors in a given context, (2) understanding protective factors that prevent family separation and preserve family unity within a given context, (3) prioritizing risk/protective factors taking into account impact and feasibility, (4) selecting those factors that will be addressed in the programme, (5) listing activities that can address identified factors, (6) developing one or more theories of change, and (7) developing the programme log frame. Explain that the root causes and risk factors leading to family separation can be identified according to the different levels of the socio ecological model. We must be aware that some root causes may span multiple levels. For example, families may send away their children to work elsewhere, due to economic hardship or harmful social norms existing in the community. Primary prevention interventions must address root causes of family separation at the level of the society, population or the community as a whole, according to the identified root causes and risk factors. Check for questions so far.
35 mins	**Case study** Explain that we will now work in small groups to explore a case study. Show **slide 44** and explain that in their groups, participants should read the case study, and discuss the three questions: 1. What could be the root causes and the risk factors relating to family separation? 2. What are the protective factors in relation to preserving family unity? 3. What type of primary prevention measures would you suggest to address the root causes? Check for questions on the task. Note that they have 30 minutes and then we will discuss in plenary so they should make notes of their proposed primary prevention measures. Hand out copies of the case study and divide the participants into four groups, ensuring each group has a flipchart and markers to make notes. Circulate between the groups to ensure they are on task and support as required.

Time	Facilitator notes
20 mins	**Plenary debrief** Bring everyone back to plenary, and facilitate a discussion on each of the three questions, ensuring that you hear from all of the groups in the course of the debrief. Elicit or feed in the key points (see supporting information below).
5 mins	**Wrap up** Recap the key learning points, encourage participants to make any quick notes in their learning log, and wrap up the session.

6 SUPPORTING INFORMATION

Facilitator note: In this scenario we are assuming that family separation is happening/may happen even if not mentioned among the harmful outcomes described by Mariana, because the other risk factors are present.

Facilitator notes on case study:

Root causes:

- Population movements and displacement due to droughts, bush fires and conflict.
- Socio-economic marginalization
- Remoteness
- Livelihoods and food security negatively impacted by climate challenges, including drought and bushfires
- Harmful social norms and practices relating to children being married, working children and violence at the home
- Lack of accessible, basic and specialized services
- School drop-out

Risk factors:

- Family separation due to sudden population movements and displacement
- Family separation due to children being sent away by their caregivers to work or to access education and/or other basic services
- Family separation due to child marriage
- Family separation due to caregivers being killed following violence and conflict or bush fires
- Family separation due to children sent away to live with extended family members (NOTE: this can be a protective factor or potentially a risk factor if extended families do not have sufficient capacity to provide adequate care for more children)
- Family separation due to violence at the home: children running away/ being abandoned or placed out of home
- Family separation due to child recruitment by armed forces or armed groups

Pre-existing risks can exacerbate and worsen due to on-going conflict, displacement and climate challenges

Protective factors:

- Government presence and social protection schemes in process of being developed for marginalized people
- Provision of care by extended families (NOTE: this can be a protective factor or potentially a risk factor if extended families do not have sufficient capacity to provide adequate care for more children)
- Basic services available in larger towns
- Presence of development and humanitarian actors to provide support

Primary prevention measures

- Advocate and/or provide support at the government level for the inclusion of families and children exposed to risks of family separation in social protection schemes, examples include:
  - socio-economic marginalized families
  - extended families providing care for additional children
  - single-headed households
- Provide additional economic/ cash transfer/ livelihood support if needed in collaboration with the relevant authorities
- Reinforce/ support the social workforce and advocate for the inclusion of curricula on prevention work, including prevention of family separation and family support in collaboration with the relevant authorities
- Develop/ reinforce back to school campaigns
- Advocate for and support the establishment of basic services, including family support and life skills support
- Register populations, including caregivers and children who are displaced
- Enhance awareness on the impact of family separation as well as child marriage, child labour, child recruitment and other risks and/or harmful outcomes and the importance of family unity for children and adolescents
- Support the development of 'prevention messages' for children of different age groups and caregivers, to protect themselves against family separation and preserve family unity, through direct involvement of communities in areas affected by conflict
- Supply bracelets with basic bio data and information for children to prevent long term family separation as a result of sudden population movements and displacement, to help quickly restoring family unity
- Provision of PFA (Psychosocial First Aid) for populations, including caregivers and children, who are displaced or residing in areas affected by violence
- Support community mobilization and involvement in child protection and the prevention of family separation
- Advocate for/ support the development/ reinforcement of child protection laws and policies, including regarding family support, family and community-based care and restrictions of residential care, when needed
- Explore partnerships and/or collaboration with development actors to work on longer term child protection programmes, including family strengthening as well as positively influencing social norms to enhance the protection of children and contribute to preserving family unity.
- Advocate for/ support peace and reconciliation efforts including targeting children and youth

PARTICIPANT RESOURCE

You are working for the Help Desk of the CP AoR (Child Protection Area of Responsibility) and you have received the following email from an emergency child protection staff working in country X, seeking advice.

Dear Help Desk,
My name is Mariana and I am working in country X as a Child Protection Coordinator for a national NGO. I would like to seek your advice as we are looking into including primary prevention approaches into our programme design. In country X there are specific areas which are often hit by natural disasters, including droughts and bushfires. Some areas are particularly remote. The majority of the population gain income through agricultural activities. Since recent months, in some locations, there is regular movement of populations and displacement due to on-going ethnic and inter-community tensions and violence. In this part of the country, it is common for children to live with extended family. There are basic services, which are mainly located in the larger towns. Numbers of children, notably girls, attending secondary school are decreasing. At present, the government announced it is working on a social protection scheme to support the most marginalized people. There are a number of development actors operational in the area and some other humanitarian actors recently arrived and are starting to set-up support programmes. Could you please advise?
Thank you very much in advance,
Best regards, Mariana

GROUP WORK
Work with your group and answer the following questions to help preparing a response to Mariana's inquiry and write the answers on a flip chart (30 minutes):

1. What could be the root causes and the risk factors relating to family separation?
2. What are the protective factors in relation to preserving family unity?
3. What type of primary prevention measures would you suggest to address the root causes?

10B. Thematic example: Applying the framework for the prevention of child recruitment (75 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Explain primary prevention in the context of child recruitment
- Give examples of Risk and Protective Factors relating to child recruitment
- Suggest ways to prevent recruitment of children

2 KEY LEARNING POINTS

- The overall goal of primary prevention relating to CAAFAG is to minimize the chance of recruitment and hence, reduce the number of children and families in need of secondary and tertiary prevention and response services, such as release, reunification, and reintegration.
- A primary prevention approach to CAAFAG involves addressing the root causes of child recruitment within a population or community. This requires: (1) understanding the root causes of recruitment of children and associated risk factors in a given context, (2) understanding protective factors that prevent recruitment and increase children and families' coping capacity and resilience to protect from recruitment, within a given context.
- Risk factors that may lead to child recruitment include: need for physical protection; desire for empowerment; desire for meaning, glory or adventure; extreme poverty; desire for revenge; children separated, unaccompanied or orphaned; parents engaged in an armed group; community ties with an armed group; marginalization; presence of an armed group.
- Protective factors may include: Access to equal services; Access to education; Presence of consistent and caring caregivers; Caregivers' access to income and economic opportunities; Supportive community environment and social networks; Implementation of national and regional laws prohibiting the recruitment of children; Implementation of national action plans to prevent recruitment of children.
- Examples of measures to prevent child recruitment at the population level include: Entrepreneurship programmes for youth; Promoting access to non formal and formal primary and secondary education opportunities; Life skills programmes and youth empowerment programmes; Strengthening existing community-led initiatives that give young people access to economic opportunities; Supporting youth-led community projects; Positive parenting programmes; Social behavioral change programmes on violent discipline and domestic violence; Supporting / engaging communities in activities around intergenerational dialogue, interreligious dialogue, dialogue between different groups/ethnicities; Identification and strengthening of existing community level protection mechanisms through training of frontliners in safe identification and referral.

3 SESSION OUTLINE

Topic	Methodology	Time
Introduction	Plenary discussions	15 min
Case study	Group work	35 min
Case study debrief	Plenary discussion	20 min
Wrap up	Trainer input	5 min

4 PREPARATION and MATERIAL REQUIRED

- Edit slide 43, to remove the text related to family separation
- Print one copy of the case study handout per participant

5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
15 mins	**Introduction** Refer to the learning journey visual (slide 2) and explain that now we have considered the key actions for primary prevention programming at each step of the PCM, we are going to look at a thematic example of how to apply the primary prevention approach to the prevention of child recruitment into armed forces and armed groups. Show slide 43 and introduce the session objectives. Ask: What is the overall goal of primary prevention relating to CAAFAG? Take some suggestions, then explain or confirm that the overall goal of primary prevention relating to family separation is to minimize the chance of recruitment and hence, reduce the number of children and families in need of secondary and tertiary prevention and response services, such as release, reunification, and reintegration. Ask: What would a primary prevention approach to child recruitment involve? Take some suggestions, then explain or confirm that a primary prevention approach to family separation involves addressing the root causes of child recruitment within a population or community. Ask: What would be required to achieve this?

Time	Facilitator notes
	Take some suggestions, then explain or confirm that it requires: (1) understanding the root causes of child recruitment and associated risk factors in a given context, (2) understanding protective factors that prevent child recruitment and increase children and families' coping capacity and resilience to protect from recruitment, within a given context, (3) prioritizing risk/protective factors taking into account impact and feasibility, (4) selecting those factors that will be addressed in the programme, (5) listing activities that can address identified factors, (6) developing one or more theories of change, and (7) developing the programme log frame. Explain that the root causes and risk factors leading to child recruitment can be identified according to the different levels of the socio ecological model. We must be aware that some root causes may span multiple levels. For example, families may encourage children to join armed groups, due to economic hardship, parental involvement in the groups, or harmful social norms existing in the community. Prevention interventions address the root causes of child recruitment by using population-level approaches that aim to decrease risk factors and strengthen protective factors at multiple levels of the socio-ecology. It is important to note that addressing risk factors or strengthening protective factors at only one level of the socio-ecological framework will unlikely have a significant impact. Prevention programmes are more likely to be successful if they address multiple levels of the socioecological framework. Check for questions so far.
35 mins	**Case study** Explain that we will now work in small groups to explore a case study. Show **slide 44** and explain that in their groups, participants should read the case study, and discuss: What type of primary prevention measures would you suggest to address the root causes? Remind participants that it might be useful to consider the root causes, risk and protective factors, in order to identify possible primary prevention measures. Check for questions on the task. Note that they have 20 minutes and then we will discuss in plenary so they should make notes of their proposed primary prevention measures. Hand out copies of the case study and divide the participants into four groups, ensuring each group has a flipchart and markers to make notes. Circulate between the groups to ensure they are on task and support as required.

Time	Facilitator notes
20 mins	**Plenary debrief** Bring everyone back to plenary, and facilitate a discussion on each of the three questions, ensuring that you hear from all of the groups in the course of the debrief. Elicit or feed in the key points (see supporting information below).
5 mins	**Wrap up** Recap the key learning points, encourage participants to make any quick notes in their learning log, and wrap up the session by reminding participants that they can also see the CAAFAG Programme Development Toolkit for more information on prevention of recruitment.

6 SUPPORTING INFORMATION

Facilitator note: In this scenario we are assuming that family separation is happening/may happen even if not mentioned among the harmful outcomes described by Mariana, because the other risk factors are present.

Facilitator notes on case study:

Root causes:

- Population movements and displacement due to conflict
- Socio-economic marginalization
- Remoteness
- Livelihoods and food security negatively impacted by conflict
- Lack of accessible, basic and specialized services
- School drop-out
- Lack of implementation of protective law framework
- Family/community pressure on adolescent boys
- Personal motivation and gain, sense of adventure, goal

Risk factors:

- Child recruitment due to economic hardship
- Child recruitment due to parental or community ties to armed groups
- Child recruitment due to family and community pressure
- Child recruitment due to need to physical protection
- Child recruitment due to desire for empowerment, glory, adventure or revenge
- Child recruitment due to marginalization
- Child recruitment due to children being separated, unaccompanied or orphaned
- Child recruitment due to impunity

Pre-existing risks can exacerbate and worsen due to on-going conflict

Protective factors:

- Government presence and social protection schemes in process of being developed for marginalized people
- Existing law that prohibits child recruitment
- Provision of care by extended families (NOTE: this can be a protective factor or potentially a risk factor if extended families do not have sufficient capacity to provide adequate care for more children)
- Basic services available in larger towns
- Presence of development and humanitarian actors to provide support

Primary prevention measures

- Entrepreneurship programmes for youth
- Promote access to non formal and formal primary and secondary education opportunities
- Life skills programmes and youth empowerment programmes
- Strengthening existing community-led initiatives that give young people access to economic opportunities
- Support youth-led community projects
- Positive parenting programmes
- Social behavioral change programmes on violent discipline and domestic violence
- Support / engage communities in activities around intergenerational dialogue, interreligious dialogue, dialogue between different groups/ethnicities
- Identification and strengthening of existing community level protection mechanisms through training of frontliners in safe identification and referral
- Provide additional economic/ cash transfer/ livelihood support if needed in collaboration with the relevant authorities
- Reinforce/ support the social workforce and advocate for the inclusion of curricula on prevention work, including prevention of child recruitment in collaboration with the relevant authorities
- Advocate for and support the establishment of basic services, including family support and life skills support
- Support the development of 'prevention messages' for children of different age groups and caregivers, to protect themselves against child recruitment, through direct involvement of communities in areas affected by conflict
- Support community mobilization and involvement in child protection and the prevention of child recruitment
- Advocate for/ support the development/ reinforcement of laws and policies prohibiting child recruitment
- Advocate for/ support peace and reconciliation efforts including targeting children and youth

PARTICIPANT RESOURCE

You are working for the Help Desk of the CP AoR (Child Protection Area of Responsibility) and you have received the following email from an emergency child protection staff working in country X, seeking advice.

Dear Help Desk,
My name is Josef and I am working in country X as a Child Protection Coordinator for a national NGO. I would like to seek your advice as we are looking into including primary prevention approaches into our programme design. A conflict has been ongoing in Country X for many years, and there is a high level of economic hardship among the population, especially in rural areas. While the level of fighting is generally quite low in major towns, armed groups are present in several rural areas of the country. While these groups have been present for many years, and often have close ties to communities, in recent months the groups have been becoming more active and sporadic fighting has been breaking out. Adolescent boys in particular are perceived by themselves and others within the community as having a duty to protect their families and community, some of them join armed groups on 'voluntary' basis and they are tasked with protecting their home areas. In these rural areas of the country, it is common for children to live with extended family if their parents have been killed in the fighting, or moved to urban areas to pursue economic opportunities. There are basic services, which are mainly located in the larger towns. Numbers of children, notably girls, attending secondary school are decreasing and many schools are being damaged in clashes or occupied by armed groups. At present, the government announced it is working on a social protection scheme to support the most marginalized people. A few years ago the parliament had approved a law that protects children from service with the police, prison or military forces and states that no child shall be used or recruited to engage in any military or paramilitary activities, whether armed or un-armed. This law also explicitly lays out penalties for recruitment or use of a child in military activities. However no implementation measures have been put in place. There are a number of development actors operational in the area and some other humanitarian actors recently arrived and are starting to set-up support programmes. Could you please advise?
Thank you very much in advance,
Best regards, Josef

GROUP WORK
Work with your group and answer the following questions to help preparing a response to Josef's inquiry and write the answers on a flip chart (30 minutes):

1. What could be the root causes and the risk factors relating to family separation?
2. What are the protective factors in relation to preserving family unity?
3. What type of primary prevention measures would you suggest to address the root causes?

Learning recap - day 2 (15 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Identify their own key learning from the day's sessions
- Reflect on how to apply the learning in their own work

2 KEY LEARNING POINTS

N/A - key learning points will be generated individually by the participants.

3 SESSION OUTLINE

Topic	Methodology	Time
Daily recap	Plenary exercise	5 min
Learning logs	Individual reflection	5 min
End of day feedback	Plenary exercise	5 min

4 PREPARATION and MATERIAL REQUIRED

- Prepare a flipchart with a target drawn on it, and another for additional comments
- Post it notes

5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
5 mins	**Daily recap** Show the learning journey (slide 2) and recap what we have covered today - including where we started the day, the theme of each session, the main activities/exercises participants have done, and where we are now on the learning journey diagram.
5 mins	**Learning logs** Invite participants to spend 5 minutes, working individually, to complete their learning log based on what we have covered today. Remind them that at the end of the course we will do some more detailed planning for how to roll out the framework in their context. Notes they make now might be with that in mind, and/or to capture the most important learning points from the day. If possible, play some gentle, instrumental music to help the participants concentrate.
5 mins	**Daily feedback** Explain that you would like to gather some informal feedback on the second day of the training. Ask participants to place a mark on a target to represent how closely the day met their expectations or the objectives, then add any further comments to another flip chart.

11. Challenges and Opportunities (90 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Describe opportunities and challenges associated with primary prevention programming in child protection in humanitarian action in their own context
- Advocate for primary prevention programming

2 KEY LEARNING POINTS

- Humanitarian funding cycles vary in length. Longer-term funding opportunities will allow for more effective community-owned, sustainable approaches and are preferable where possible. However, prevention efforts can be furthered within any timeframe. In cases with extremely short funding duration (6 months or less) and where continuation of funds is insecure, meaningful gains in prevention work can still be made. However, such short funding cycles may negatively impact the efficiency and effectiveness of such programs.
- In all contexts, effective behavior and social norms change requires a deliberate strategy and sufficient time to achieve results, as the decision by an individual or group to adopt new behaviors is a complex process. Awareness raising, which is often the main activity in humanitarian settings, is only one step in the process. Evidence from development settings on changing social norms recommends running both community-level and small group-level activities in combination with law enforcement and life skills interventions. It is essential to ensure Do No Harm measures can be applied before any social norms interventions take place.
- For most prevention interventions in humanitarian settings, instead of directly measuring outcomes of prevention (e.g., reduced physical and emotional maltreatment of children in the population), result level outcomes can be measured. Result outcomes are directly related to the desired change in reducing risk factors or strengthening protective factors.

Note: Additional Key Learning Points will be generated by the group and will be specific to their work and context.

3 SESSION OUTLINE

Topic	Methodology	Time
Introduction	Trainer input	2 min
Potential challenges	Plenary brainstorm	5 min
Potential opportunities	Carousel	30 min

Debrief	Gallery walk /plenary	20 min
Advocating for primary prevention	Debate	30 min
Wrap up	Trainer input	3 min

4 PREPARATION and MATERIAL REQUIRED

- Set up flipcharts around the room with each challenge from the framework, plus a couple of extras to add additional categories of challenge identified during the brainstorm activity. Hide the text until the carousel activity.

5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
2 mins	**Introduction** Show the learning journey (slide 2) and remind participants that we have now considered the key actions for primary prevention programming at each stage of the programme cycle, and looked at a thematic example. Now, we are going to bring our focus into our own work, starting with considering challenges, opportunities and ways to advocate for primary prevention programming. Show slide 45 and introduce the session objectives.
5 mins	**Potential challenges** In plenary, ask: What potential barriers or challenges do you foresee in your own work on primary prevention? Make a note of the ideas (on a flipchart or virtual whiteboard), grouping them under the 4 key challenges from the framework and any other themes which emerge. • Short term funding • Requirement for behavior and social norms changes • Measuring prevention outcomes • Coordination and advocacy support Once participants have run out of ideas, explain that the framework introduces four key challenges to primary prevention programming, based on the research which was conducted. Explain what these are, making links to the participants' inputs, then highlight any additional categorisations you have made based on their ideas. (Ask your co-facilitator to add the additional categories to the spare flipcharts around the room.)

Time	Facilitator notes
30 mins	**Potential opportunities** Explain that we will now think about opportunities, and what we can do to mitigate or proceed in spite of these challenges. Explain that we will work in groups, and each group will first consider one of the challenges. Then we will rotate, and each group will get a chance to consider each challenge. At each station, the group should discuss ideas to mitigate the challenge, and note them down on the flipchart. You will indicate when they need to rotate to the next challenge. Check for understanding then start the activity. Circulate between the groups to check everyone is on task and support as needed, while also keeping time and reminding the groups when to rotate.
20 mins	**Plenary debrief** Invite the participants to now conduct a gallery walk around the flipcharts, and read through the additions since they worked on each challenge. If they have any questions about a point which has been added, they should add a post it note. Allow 10 minutes for the gallery walk, and then address any questions.
30 mins	**Advocating for primary prevention** Explain that we will now consider how to advocate for primary prevention (make a link from the ideas in the previous activity to the need for advocacy, if possible) and what advocacy messages might be useful. To do this, we will be having a debate. Half of the participants will argue for, and half will argue against the statement: Primary prevention must be prioritized in child protection in humanitarian action. Divide the participants into two groups and allocate them for and against the statement. Explain that they have 10 minutes, in their group, to come up with some arguments on their side of the debate. After 10 mins, bring them back together and run the debate, facilitating the groups to take turns to argue their allocated perspective. Make a note of any key arguments for the statement, to refer to in the debrief. Run the debate for up to 10 minutes.

Time	Facilitator notes
	Bring everyone back together and ask: What advocacy messages for primary prevention programming can we identify from this activity? As needed, use questions and suggestions to elicit the examples you noted down, or provide an example to get them started. Summarize that because of the challenges, and limited experience of primary prevention programming that exists, we may have to advocate for its inclusion in our proposals and programmes.
3 mins	**Wrap up** Recap the key learning points, encourage participants to make any quick notes in their learning log, and wrap up the session.

12. Preparing to deliver Prevention training (90 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Reflect on the role of the trainer/facilitator
- Describe the aim, objectives, structure and content of the Primary Prevention Framework introductory and in-depth trainings
- Define the target audience of the introductory and in-depth trainings
- Consider the preparation required before delivering an effective training

2 KEY LEARNING POINTS

- The role of the trainer or facilitator is to support and enable participants to achieve their learning objectives. This involves creating an effective learning environment, motivating and engaging participants in meaningful exercises, supporting the exploration of content and ideas, and managing group dynamics as needed. A trainer can also be seen as the initiator of all actions in the training.
- The Primary Prevention Framework for CPHA introductory training aims to strengthen participants' overall understanding of prevention in child protection in humanitarian action and build awareness to apply the eight principles of prevention programming in their own context. By the end of the course, participants will be able to: Define prevention in child protection in humanitarian action; Discuss the eight guiding principles for CPHA prevention programming; Explain the five steps of prevention programming and how these may be applicable in own context; Describe opportunities and challenges associated with prevention programming in child protection in humanitarian action. The course takes place over 1-day face-to-face, or two three-hour online sessions if remotely facilitated.
- The Primary Prevention Framework for CPHA in-depth training aims to provide participants with the knowledge and tools to identify and design primary prevention programmes for CPHA based on an analysis of risk and protective factors. By the end of the course, participants will be able to: Differentiate between the three levels of prevention in child protection in humanitarian action and provide examples of each; Discuss ways to apply the prevention guiding principles throughout the programme cycle; Demonstrate participatory ways to identify risk and protective factors with community members; Demonstrate how to analyze risk and protective factors to inform prevention programme design; Select primary prevention strategies; Reflect on the challenges and opportunities for primary prevention programming in their own work and context.
- The target audience of the introductory training is mid level CP humanitarian practitioners who want to gain introductory knowledge on prevention programming in child protection in humanitarian action. The target audience of the in-depth training is mid to senior level CP humanitarian practitioners who want to further strengthen their knowledge and skills on prevention programming in child protection in humanitarian action and might also be interested in strengthening the capacity of others.

- Before delivering the course(s) it is essential to: review the training materials in full; familiarize with the Primary Prevention Framework for CPHA and its annexes; check the Alliance website for the latest Prevention resources; review your participant list to understand the level and range of experience; identify and prepare context-specific examples that will speak to the learners in your context and write or update the related key learning points to reflect these examples.
- If you are delivering the training in a cross-cultural context, consider the implications of this in your preparation. Select welcoming and closing activities that are appropriate to the context, and prepare some appropriate energisers.
- The examples you select to use during the course must be relevant to the learning objectives and key learning points which they will support the learners to achieve. It is recommended to select examples from the context in which the training will take place to increase the relevance of these examples to the participants. Where possible, examples from your own experience are useful so that you can provide additional details as needed.

3 SESSION OUTLINE

Topic	Methodology	Time
Introduction	Trainer input	5 min
About the trainings	Group exercise	30 min
Preparation tools	Trainer input	20 min
Questions and concerns	Plenary discussion	30 min
Wrap up	Trainer input	5 min

4 PREPARATION and MATERIAL REQUIRED

- Print and cut out the aims and objectives cards, one set per 4 participants
- Email copies of the planning and reflection sheets to each participant

5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
5 mins	**Introduction** Welcome the participants and explain the purpose of this session is to provide initial guidance to those who plan to deliver Primary Prevention training in their own organization or context.

Time	Facilitator notes
10 mins	**Experience sharing** Ask the participants to close their eyes, if they feel comfortable doing so, and think back to a time they have been in a training which was really great. What did the facilitator do that made the experience so good? Now, think about a time you have been in a training that you did not enjoy. What was different? What did the facilitator do or not do, which made the experience less good? Ask participants to now share the experience with the person next to them. After a couple of minutes, ask for one or two people to share a positive experience with the wider group. Encourage participants to keep these positive behaviors in mind throughout this session.
30 mins	**About the trainings** Note that there are two Primary Prevention learning packages available from the Alliance - an introductory package, and an in-depth package. Explain that first, we will look at the aims and objectives of the two training packages. Explain that working in small groups, the participants will sort the aims, objectives and target audience into those from the introductory learning package, and those from the in-depth learning package. Divide the participants into small groups and give each group a set of the sorting cards. Allow time for the groups to work on the exercise, and then check the answers with them. Show the training package on screen and explain how it is structured: • The facilitator guide contains a detailed session plan for each session. There are versions available for remote (online) and in-person facilitation. • Each session plan starts with session objectives and key learning points. These are what you are trying to achieve with that specific session, and the associated key messages that participants need to understand. • There is then a session overview, which shows the structure of the session at a glance. • This is followed by the detailed facilitator notes with instructions on how to cover the content and how to facilitate the activities. • Highlight where to find the accompanying resources which are needed for some sessions, and note the list of preparation and materials which is contained in the guide.

Time	Facilitator notes
	Note that the course is designed based on adult learning principles. This means, as they have experienced, that there are lots of activities and group work, and not a lot of powerpoint or presentations. This is intentional, and should be replicated when the training is run again. The purpose of this is to enable participants to engage with the content of the framework in an active and practical way. Each activity has been carefully designed to meet the specific learning objectives in that session. Check for questions on the course structure or design.
20 mins	**Preparation tools** In plenary, ask: Aside from administration and logistics, wWhat steps do you usually take to prepare for delivering a training? [If participants suggest logistical elements such as venue or printing, bring them back to consider how they prepare themselves to facilitate the content and methodologies.] Take some suggestions, then summarize the recommended steps: Before delivering the course(s) it is essential to: review the training materials in full; familiarize with the Primary Prevention Framework for CPHA and its annexes; check the Alliance website for the latest Prevention resources; review your participant list to understand the level and range of experience; identify and prepare context-specific examples that will speak to the learners in your context and write or update the related key learning points to reflect these examples. Explain that as well as the course materials and the framework itself, we have some other tools available to help the participants prepare to deliver prevention training. Planning sheet - Show the planning sheet and explain that we know that context specific examples are usually more valued by learners, as the relevance to their own work is more evident. We strongly recommend to spend some time thinking about context-specific examples before delivering the training. This sheet can help you identify where examples are needed in the in-depth training. Skills reflection - Show the skills reflection sheet and explain that there is always room to improve as a facilitator, and it is useful to reflect on our preferences, strengths and areas for improvement in relation to a specific upcoming training. This sheet is designed to help you consider the extent to which you exhibit the necessary skills to facilitate the prevention training effectively. We encourage

Time	Facilitator notes
	you to use it during the planning of your training, and to identify ways to work on any skills where you are less strong. Check for questions on the tools.
5 mins	**Wrap up** Remind participants that the Alliance Prevention Focal Point is available to provide support through the CPHA Community of Practice. The Framework and its annexes can be found on the Alliance website, as can the training packages. Any additional language versions will be added here in future. Check for any final questions and close the session.

PARTICIPANT RESOURCE

To strengthen participants' overall understanding of prevention in child protection in humanitarian action and build awareness to apply the 8 principles of prevention programming in their own context.	To provide participants with the knowledge and tools to identify and design primary prevention programmes for CPHA based on an analysis of risk and protective factors.
Define prevention in child protection in humanitarian action	Differentiate between the three levels of prevention in child protection in humanitarian action and provide examples of each
Discuss the eight guiding principles for CPHA prevention programming	Discuss ways to apply the prevention guiding principles throughout the programme cycle
Explain the five steps of prevention programming and how these may be applicable in own context	Demonstrate participatory ways to identify risk and protective factors with community members
Describe opportunities and challenges associated with prevention programming in child protection in humanitarian action.	Demonstrate how to analyze risk and protective factors to inform prevention programme design
Reflect on the challenges and opportunities for primary prevention programming in their own work and context	Draft logical framework for primary prevention in CPHA programming
Mid level CP humanitarian practitioners who want to gain introductory knowledge on prevention programming in child protection in humanitarian action.	Mid to senior level CP humanitarian practitioners who want to further strengthen their knowledge and skills on prevention programming in child protection in humanitarian action and might also be interested in strengthening the capacity of others

13. Implementing the framework: Next steps (90 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Describe opportunities and challenges associated with primary prevention programming in Consider their next steps for implementing the framework
- Identify potential obstacles and discuss mitigation measures
- Identify the support required for their next steps and relate this to what is available from the Alliance

2 KEY LEARNING POINTS

Note: Key learning points will be individual to each participant and will be generated by them in the session

3 SESSION OUTLINE

Topic	Methodology	Time
Introduction	Trainer input	5 min
Identifying next steps	Mentimeter	25 min
Planning tools	Trainer input	15 min
Potential roadblocks	Plenary	30 min
Needs and offers	Reflection	20 min
Available resources	Trainer input	5 min
Wrap up	Trainer input	5 min

4 PREPARATION and MATERIAL REQUIRED

- Prepare the two sets of questions in a mentimeter or similar
- Post it notes in two colors

5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
5 mins	**Introduction** Welcome participants to the session and remind them that this section of the training is designed for those who plan to implement the framework in their own work, by assessing, designing, implementing and evaluating primary prevention programming. Explain the shape of today's session and introduce the objectives (slide 54).
25 mins	**Identifying next steps** Explain that first, we are going to get a sense of where we are now in our primary prevention programming journey, and where we are going next. Run the Menti, reflecting on the answer to each question before moving to the next. • Which steps have you completed already? [None, Assessment, Design, Implementation, Evaluation] • What is already in place, if anything? [Open question] • How equipped are you feeling to implement the framework? [Traffic light] • What is the appetite in your organization/context for prevention programming? [High, medium, low, don't know]
15 mins	**Planning tools** Explain that we will introduce some tools that we recommend using to plan their implementation of the framework. We will not do this planning now. Instead the purpose is just to identify some possible actions and resources to support those actions. Talk through the steps/tools: Timeline - identify next steps, sequence these, assign a draft timeframe to each one. Show the timeline tool and explain how to use it. Roles and responsibilities - consider your own role, who else needs to be involved, who needs to be informed, and what additional support might be required. Show the RACI diagram and explain a RACI diagram is a way to work out roles and responsibilities within a project. On the left side, your rows list the actions which need to take place. Across the top, your columns list the people involved. Then, you note who is Responsible, Accountable, Consulted and Informed, for each action. Clarify what each of these terms means:

Time	Facilitator notes
	• Responsible. This person is directly in charge of the work. There should only ever be one Responsible role per task. • Accountable. The Accountable person is responsible for overseeing overall task completion, though they may not be the person actually doing the work. There should only ever be one Accountable. • Consulted. This will be the person or people who should review and sign off on the work before it's delivered. • Informed. This is the person or group of people who are informed about the progress and completion of work. They probably are not involved in any other aspect of the deliverable. Check for questions.
30 mins	**Potential roadblocks** Explain that now we will think about possible roadblocks or obstacles that might challenge our ability to implement the framework. Ask everyone to go to the Menti and answer the question (with one or more response): What challenges do you anticipate in your implementation of the framework? Allow a minute or two for everyone to answer, then draw out any themes. Facilitate a plenary discussion on ways to mitigate potential challenges.
20 mins	**Needs and offers** Explain that before we hear about the resources and support available from the Alliance, we would like to identify the needs and offers within the group. Explain that to do this, everyone needs to think of: • One thing that they need (from the Alliance or the group, not from their organization or manager) in order to implement their action plan. For example, they might need someone to peer review their focus group discussion tool questions, or to share an example of a theory of change, or to share an example from another context. • One thing they can offer, in terms of support, to others in the group. For example, this could be a tool, a case study, an offer to review or further discuss a specific element at a later date. Hand out post it notes in two colors, and ask participants to use one to write their need, and the other to write their offer.

Time	Facilitator notes
	Once everyone has written their notes, ask each person to briefly share their need and offer, then add these to a flipchart. Make a note of whose is whose as they do this. Explain that after the session you will collate these needs and offers and share them back with the group, so that they know who they can contact for support with specific things.
5 mins	**Alliance resources and support** Show the Alliance website and demonstrate how to navigate to the Prevention Initiative section. Talk through the available resources including both where to find them and a brief overview of what they contain, if necessary: • Primary Prevention Framework for CPHA • Annexes • Introductory training package • Video playlist • Guidance note on primary prevention of family separation • Identifying and Ranking Risk and Protective Factors guidance • Position paper • Desk review • Evidence Brief: Why Identifying Risk and Protective Factors is a Critical Step in Prevention Programming • Child labour toolkit (which includes strategies for preventing child labour) • CAAFAG programme development and training toolkit (it includes a chapter on prevention)
5 mins	**Wrap up** Check for any final questions, thank participants. Close the session.

14. Learning review and close (30 minutes)

1 LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Recall the primary prevention resources and support available to facilitators and practitioners
- Identify their own key learning from the course
- Provide feedback on the learning session

2 KEY LEARNING POINTS

Key learning points will be drawn from the content of the course so far. Additional key learning points will be individual to each participant.

3 SESSION OUTLINE

Topic	Methodology	Time
Learning recap	Plenary exercise	12 min
Key takeaways	Individual reflection	10 min
Evaluation forms	Individual exercise	5 min
Closing	Trainer input	3 min

4 PREPARATION and MATERIAL REQUIRED

- Hide the learning journey prior to the session.
- Print 4 copies of the blank learning journey.
- Print or prepare the link to the course evaluation form.

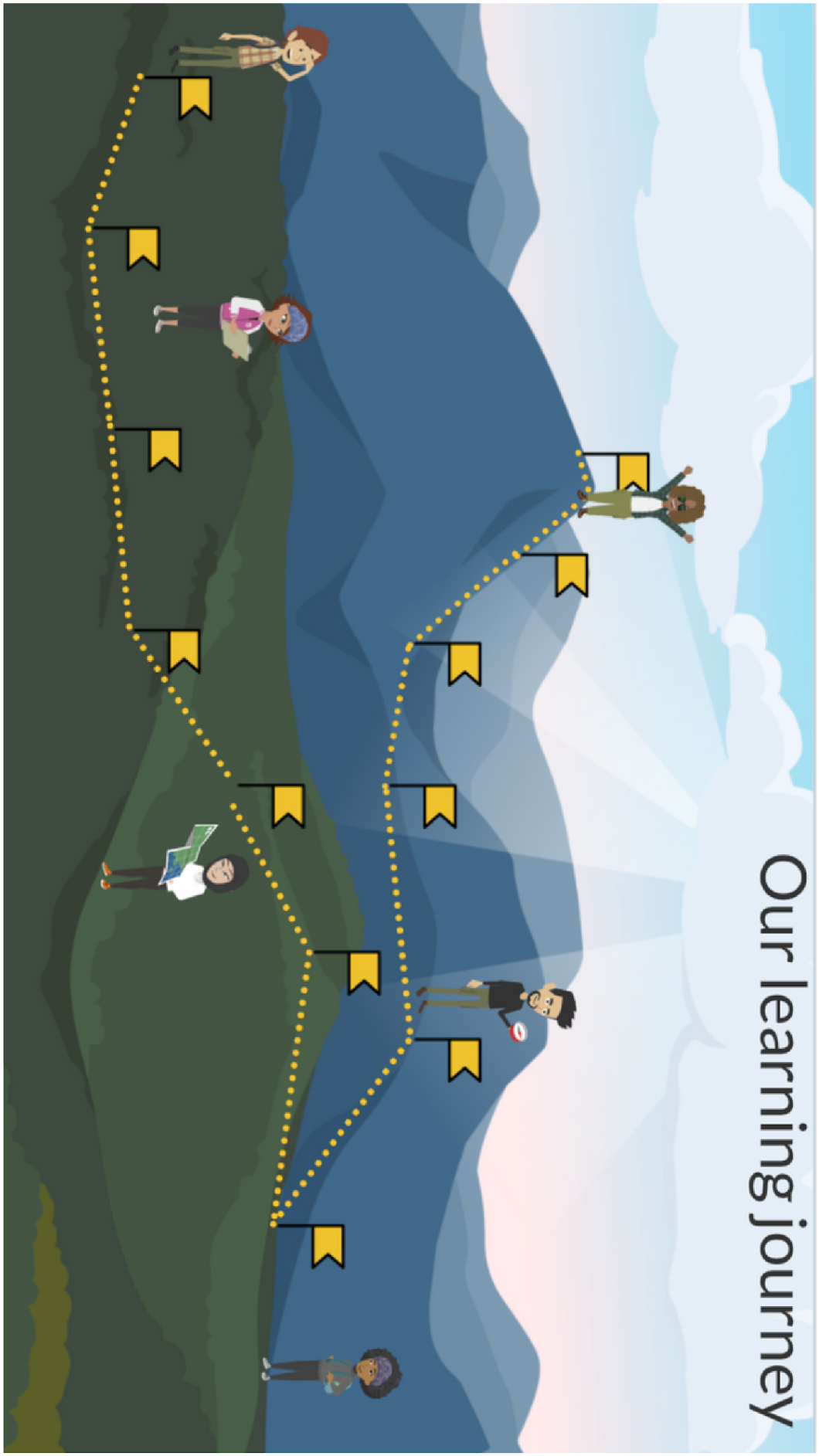
5 INSTRUCTIONS FOR FACILITATOR

Time	Facilitator notes
12 mins	**Learning recap** Without showing the learning journey, remind participants of where we are in the programme. We have now completed the in-depth exploration of the primary prevention framework for CPHA, and from this point forward, the programme will offer short workshops based on how we each intend to use the framework in our own work.

Time	Facilitator notes
	Explain that the purpose of this session is therefore to summarize what we have learnt so far, and to capture feedback from participants on the main bulk of the training. Explain that to recap what we have learnt, participants will work in small groups to replicate and annotate the learning journey with the main points they remember from each session. Organize the participants into groups of 4-5 and give each group a copy of the blank learning journey. Check for questions on the task. Allow 10 minutes for groups to add as much as they can to the learning journey templates, then bring everyone back to plenary. Briefly show each group's updated learning journey and help fill in any gaps.
10 mins	**Key takeaways** Invite the participants to each share their one key takeaway from the training - the main thing that has struck them, or that they will take back to their work and teams.
5 mins	**Evaluation forms** Explain that we would like to collect feedback on the course at this point, as we may not all be together in the following sessions. Share the evaluation forms and play some instrumental music which participants fill these in.
3 mins	**Closing** Thank the group for their participation and close the session.

Time	Facilitator notes
	Explain that the purpose of this session is therefore to summarize what we have learnt so far, and to capture feedback from participants on the main bulk of the training. Explain that to recap what we have learnt, participants will work in small groups to replicate and annotate the learning journey with the main points they remember from each session. Organize the participants into groups of 4-5 and give each group a copy of the blank learning journey. Check for questions on the task. Allow 10 minutes for groups to add as much as they can to the learning journey templates, then bring everyone back to plenary. Briefly show each group's updated learning journey and help fill in any gaps.
10 mins	**Key takeaways** Invite the participants to each share their one key takeaway from the training - the main thing that has struck them, or that they will take back to their work and teams.
5 mins	**Evaluation forms** Explain that we would like to collect feedback on the course at this point, as we may not all be together in the following sessions. Share the evaluation forms and play some instrumental music which participants fill these in.
3 mins	**Closing** Thank the group for their participation and close the session.

PARTICIPANT RESOURCE



Summary of preparation and materials by session

Session	Preparation and materials required
General	• Decide which version of the thematic example session to run, based on what is most relevant to your audience
Welcome and introductions	• Flipchart • Post it notes • Markers
Defining prevention in CPHA	• Print and cut up one copy of the Prevention activity cards per 4 participants
Introduction to the framework	N/A
Guiding principles for prevention	N/A
Step 1: Preparedness	• Print the socio-ecological model template - 10 copies • Print 10 copies of annex 1 and annex 2 • Print copies of the case study, one per 2 participants • Print one copy of the key actions bingo card per person
Step 2: Needs assessment	• Print copies of the cases study for each participant • Print one copy of the FGD guidance per group
Learning recap day 1	• Print enough copies of the learning log template for all the participants • Prepare flipcharts to represent trash and treasure
Step 3: Design and planning	Note: 2 facilitators are needed for this session • Print copies of the community data for each group • Print copies of annex 4 • Ball • Print copies of annex 5 • If possible, have 2-4 computers available for participants to use the interactive prioritization matrix during the group work or print copies of the blank prioritization chart • Decide whether to include the optional practice on developing theory of change and log frame. Adjust agenda and timings accordingly.

Session	Preparation and materials required
Step 4: Implementation and monitoring	• In advance, identify 2-3 participants who have implemented primary prevention programming and invite them to give a short presentation, specifically on the implementation and monitoring phase.
Step 5: Evaluation and learning	• If necessary, invite an M&E colleague to support the delivery of this session • Pre-load the videos so that any buffering has taken place and adverts have been skipped. • Print copies of the scenarios for each group.
Thematic example: Prevention of family separation	• Edit slide 43, to remove the text related to child recruitment • Print one copy of the case study handout per participant
Thematic example: Prevention of child recruitment	• Edit slide 43, to remove the text related to family separation • Print one copy of the case study handout per participant
Learning recap day 2	• Prepare a flipchart with a target on it • Post it notes
Challenges and opportunities	• Set up flipcharts around the room with each challenge from the framework, plus a couple of extras to add additional categories of challenge identified during the brainstorm activity. Hide the text until the carousel activity.
Preparing to deliver	• Print and cut out the aims and objectives cards, one set per 4 participants • Email copies of the planning and reflection sheets to each participant
Implementing the framework	• Prepare the two sets of questions in a mentimeter or similar • Post it notes in two colors
Learning review	• Hide the learning journey prior to the session. • Print 4 copies of the blank learning journey. • Print or prepare the link to the course evaluation form.