



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION



Summary of Abstracts

*2021 Annual Meeting for Child
Protection in Humanitarian Action on
Preventing Harm to Children*

Overview

It is with great pleasure that we invite you to join us in the 2021 Annual Meeting for Child Protection in Humanitarian Action. We are excited to showcase this year's summary of abstracts, which are of exceptional quality. We would like to thank all the authors for putting together these abstracts and sharing their work. Not only will it help the discussions during the Annual Meeting, but it also reminds us of the dedication and hard work of our colleagues in protecting children in times of emergency.

We would also like to thank the abstract review committee for their meticulous engagement and review of all submitted abstracts. Their contribution to the meeting's success is undeniable.

This booklet contains abstracts that were submitted for the 2021 Annual Meeting for Child Protection in Humanitarian Action from October 4-8, 2021. The theme of this meeting is "Preventing Harm to Children." The abstracts are organised by thematic session in the agenda of the Annual Meeting and are searchable by author, organisation, level of prevention, and key words.

We hope you will be inspired by these abstracts.

Warm regards,

Audrey Bollier and Hani Mansourian, Co-Coordiators

The Alliance for Child Protection in Humanitarian Action

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List of Acronyms:

ACPHA	Accreditation Commission for Programs in Hospitality Administration
AVSI	Association of Volunteers in International Service
BROB	Bent Al-Rafedain Organization
BTF	Balkans Task Force
CAAFAG	Children associated with armed forces and armed groups
CAR	Central African Republic
CFS	Child friendly spaces
CP	Child protection
CPHA	Canadian Public Health Association
CPIE	Child Protection in Emergencies
CPMS	Child Protection Minimum Standards
DRC	Democratic Republic of Congo
DSS	Department of Social Services
EDU	Education
EGAL	Equality for Girls' Access to Learning
EUTF	Emergency Trust Fund
FCDO	Foreign, Commonwealth and Development Office
FEWSNET	Famine Early Warning Systems Network
FFA	Food assistance for assets
FGD	Focus group discussion
FMD	Family Make the Difference
GBV	Gender-based violence
H&P	Health and Peace
HEART	Healing and Education Through the Arts
HiH	Healing in Harmony
IICRD	International Institute for Child Rights and Development
IRC	International Rescue Committee
JAM	Joint Assessment Mission
KII	Key Informant Interview
LMIC	Low- and middle-income countries
MEHE	Ministry of Education and Higher Education
NHIF	National Hospital Insurance Fund
NRC	Norwegian Refugee Council
OSC	One-Stop Centre
PACE	Partnership Against Child Exploitation
PFA	Psychological first aid

PSEA	Protection from Sexual Exploitation and Abuse
PSS	Psychosocial support
RPF	Railway Protection Force
RYCB	Rohingya Youth Community Builders
SBCC	Social and Behaviour Change Communication
SC	Security Council
SEA	Sexual Exploitation and Abuse
SGBV	Sexual and Gender-based Violence
SIDA	Swedish International Development Cooperation Agency
SOP	Standard Operating Procedures
SRH	Sexual and reproductive health
SRHR	Sexual and reproductive health and rights
TPO	Transcultural Psychosocial Organization
UASC	Unaccompanied and Separated Children
UNHCR	United Nations High Commission for Refugee
UNICEF	United Nations Children's Fund
WFCL	Worst forms of child labour
WFP	World Food Program
WHO	World Health Organization
WRC	Women's Refugee Commission
WVIN	World Vision International Nepal
WVL	Women's Voice and Leadership

Thematic Session 1 a: Strengthening Caregiving Environments (1)

Preventing Interventions in Humanitarian Settings – Are We Reducing Child Maltreatment? A Systematic Review and Meta-Analysis

Author: Sophia Backhaus

Organisation: University of Oxford

Level of Prevention: Primary, Secondary, and Tertiary Prevention

Key Words: violence against children, mental health psychosocial support, parenting

Background:

Children who live in humanitarian settings depend largely on the support they receive from their families and communities. Despite this, parents and caregivers often can't provide the care and love children need due to exhaustion, community violence, homelessness, mental health difficulties, or disrupted services. As a result, children in war, or other emergency situations, are at higher risk of violent disciplining from their caregivers. The WHO emphasises parenting interventions as one of the seven global strategies to reduce violence against children. In recent years, parenting interventions have been implemented rapidly across the globe with several going to scale after primary effectiveness studies confirmed their effectiveness. As such, there is a clear and urgent need for updated evidence on the effectiveness of parenting interventions as an evidence-based practice, to reduce violence against children in humanitarian settings. This review currently constitutes the largest and most up to date review focusing on parenting interventions in humanitarian contexts, with a total of 19 included RCTs.

Type of Activity:

We conducted a systematic review and meta-analysis of interventions with parents of children aged 0-18 years in humanitarian settings, from low- and middle-income countries (LMICs). We searched 26 databases, grey literature sources, and trial registries in five languages. For inclusion, parenting as a component of the intervention needed to be addressed in at least 20% of sessions, and the interventions needed to be evaluated in a humanitarian setting in LMICs using a randomised controlled research design.

Challenges/Lessons Learned:

- This review only includes parenting interventions as a form of violence prevention and results are based only on quantitative studies; however, this study adds to the body of evidence that reviews the effectiveness of psychosocial interventions in humanitarian settings
- Parenting interventions are an effective evidence-based practice that can reduce harsh and negative parenting behaviours toward children
- Only seven trials measured maltreatment, and those did not show a reduction of violent parenting

P+, An Innovative Parenting Programme in Tunisia

Author: Clemence Quint

Organisation: Magenta Consulting

Level of Prevention: Primary Prevention

Key Words: child development, mental health psychosocial support, parenting

Background:

The Positive Parenting programme is part of the National Multisectoral Strategy for Early Childhood Development (2019-2025), which aims to ensure a multi-stakeholder approach to improve outcomes for young children in Tunisia. Several components of the project focus on improving knowledge and creating a conducive environment for young children to reach their optimal development, with a particular focus on protection and early learning and stimulation. The overall goal includes Tunisian parents having increased capacity to adopt positive parenting practices; service providers (health, education, protection) are empowered to act and lead change; and a societal environment conducive to the adoption of positive parenting practices is fostered.

Type of Activity:

The activities revolve around three components: 1. improving caregivers' knowledge of nurturing care practices, with a focus on protection through the adaptation of IRC's Family Make the Difference (FMD) training package and the creation of FMD parents' groups and playgroups at the local level. 2. creating a conducive environment for parents and their influencers to practice nurturing care behaviours (this includes the creation of a social media campaign; content adapted to promote a safe environment for the child at home, positive discipline practices, and parental stress management; a web platform also promoting positive parenting practices; and a reality TV show called li ani ehtem where an expert is hosted in a Tunisian family for a whole day to follow their daily life). 3. building capacity of frontline workers in the education, health, and protection sector to provide effective counselling to parents through the adaptation of UNICEF's Care for Child Development Curriculum.

Challenges/Lessons Learned:

- The programme implementation has experienced significant delay due to the COVID-19 crisis and little impact data is currently available
- Programme implementation relied heavily on Tunisian Ministry's implication and capacity to send invitation letters to participating stakeholders for workshops, training etc. which has proved very challenging, causing further delays
- Male engagement, especially male caregivers, is still proving challenging and further work needs to be done to better understand how to meaningfully engage them
- Lessons learned will be analysed in October 2021 to create recommendations for a national scale-up plan based on the pilot's experience

Caregiver Psychosocial Programming and Preventing Harm to Children

Author: Flora Cohen and Gary Agaba

Organisation: TPO Uganda

Level of Prevention: Primary Prevention

Key Words: caregiver training, mental health psychosocial support, community-based activities

Background:

The programme was developed in collaboration between TPO Uganda and Washington University in St. Louis to be implemented in a refugee settlement in Uganda. Uganda hosts 1.4 million refugees, over half of whom are children. Children living in humanitarian settings are vulnerable to caregiver distress and related, strained caregiving behaviours. This intervention aims to enhance the caregivers' abilities to positively care for themselves and their children.

Type of Activity:

The programme activities, including individual problem solving and community action planning for child protection, are provided to caregivers in order to improve the children's ecologies through bolstered caregiving attitudes and behaviours.

Challenges/Lessons Learned:

- Many of the challenges to the programme's implementation are related to COVID-19, which led to delays in supply procurement and data collection, in addition to reduced intervention groups
- Barriers to implementation in a humanitarian setting included attendance inconsistencies, and challenges moving in the settlement during rainy season
- We learned that high stress depletes the ability of caregivers to cope and support their children, leading to compromised caregiving; living in a refugee camp can further strain caregiver wellbeing and behaviours which can create barriers to healthy child development

Thematic Session 2 b: Learning Across Sectors GBV, Health, ECCD, and Multisectoral Approaches

Improving the Evidence Base for GBV Prevention in Humanitarian Crisis: A Results-Based Evaluation Framework for GBV Prevention

Author: Jessica Lenz and Neil Dillon

Organisation: InterAction

Level of Prevention: Primary and Secondary Prevention

Key Words: programming, emergency settings, gender-based violence

Background:

In 2019, with support from the Swedish Government (SIDA), InterAction launched an initiative to develop a results-based Evaluation Framework for the Prevention of GBV (GBV PEF), to help organisations measure and evaluate the outcomes of their GBV work in humanitarian contexts. Steered by a 16-member interagency Advisory Committee, the GBV PEF was developed over a two-year, highly consultative process, engaging an additional 11 organisations in participatory workshops, and focus groups across six field contexts (Afghanistan, Colombia, Cox’s Bazar, DRC, Nigeria, South Sudan). The GBV PEF is a set of guiding approaches aimed at helping practitioners make better decisions in their analyses, programme design, and measurements so that GBV prevention outcomes can ultimately be evaluated. It has been built on the foundation of the Results-Based Protection framework developed by InterAction and endorsed by a broad set of humanitarian actors, including international non-governmental organisations, ICRC, and international organisations.

Type of Activity:

The GBV PEF is designed to address every type of GBV that affects all individuals, including children. The GBV PEF does not focus on specific activities, rather it emphasises the need to analyse, design, and measure initiatives in an outcome-oriented way. Whether an organisation decides to develop an integrated programme engaging multiple disciplines (such as education or food security), or whether an organisation decides to conduct an awareness-raising activity or negotiate with parties to a conflict to reduce/prevent risk, these efforts must be designed in a manner where outcomes are the focus and can be measured in an ongoing and iterative way.

Challenges/Lessons Learned:

- The GBV PEF calls for new ways of working; it will be imperative that organisations and donors work to strengthen their systems, resources, and organisational culture to support this
- While the GBV PEF was designed to be used as a “start where you are at” type of an approach, there is a need for donors to be open to experimentation

Ending Violence Against Children Through Health Systems Strengthening and Multisectoral Approaches

Author: Sabine Rakotomalala

Organisation: WHO

Level of Prevention: Primary Prevention

Key Words: violence against children, mental health psychosocial support, gender-based violence, community, government

Background:

Throughout the years, World Health Organisation's efforts to prevent harm to children have been considered at two levels. Firstly, the WHO Health and Peace (H&P) initiative (launched in 2019) aims to position health as an influencer of peace, through health interventions that are conflict-sensitive and deliver peaceful outcomes in conflict-affected areas. Secondly, the 1996 resolution WHA49.25 declared violence a leading worldwide public health problem and, in 2014, Member States adopted resolution WHA67.15 (2014) on strengthening the role of the health system in addressing violence against children, and particularly against women and girls. Just this year, in May 2021, Member States again adopted a resolution on ending violence against children through health systems strengthening and multisectoral approaches.

Type of Activity:

Our approach consists of collecting, analysing, and disseminating data on the magnitude and health consequences of violence; contributing to policy development on violence prevention; making preventive services that are based in the health sector available; providing pre-hospital emergency care in coordination emergency services; providing emergency care for the injured in health facilities; providing rehabilitation services for survivors; evaluating intervention activities using a science-based approach; supporting and/or providing facilities for forensic assessment; and training public health and health care providers in violence prevention and care. Our approach also consists of implementing a Provision of Mental Health and Psychosocial Support to Youth affected by armed violence; a provision of capacity building and socio-economic opportunities to youth at risk of recruitment by armed groups, to prevent (re)enrolment; and an inclusive, inter-community dialogue aimed at strengthening social cohesion/reducing tensions and armed violence at community level.

Challenges/Lessons Learned:

- A peacebuilding approach to programming is sometimes perceived as being “too political” for humanitarian actors, who seek to preserve the neutrality principle of their action
- Contributing to preventing conflict and sustaining peace is perceived as challenging, sensitive, and/or too technical by some humanitarian or even development actors
- Health systems are often not adequately addressing the problem of violence nor the determinants that cut across all forms of violence against children

Science X Design: Using Science in the Early Years to Improve Child Outcomes

Author: Susan Crowley and Amanda Lubniewski

Organisation: Centre on the Developing Child at Harvard

Level of Prevention: Primary Prevention

Key Words: research, child development, resilience, stress management, mental health psychosocial support, life skills, parental/caregiver relationship

Background:

The Centre on the Developing Child's Science X Design model draws on 40 years of scientific research providing evidence that early childhood experiences, even those before birth, shape children's learning capacities, behaviours, and physical and mental health throughout their life. Science X Design takes science "off the shelf" and makes it actionable by promoting three science-informed design principles for application in real-world settings. The three principles are: Supporting responsive relationships between children and the adults who care for them, reducing sources of stress in the lives of children and families, and strengthening core life skills.

Type of Activity:

The Science X Design team has partnered with leaders to create conditions and experiences that support child development at all levels –for individuals, in communities, and across society. The process starts with an introduction to the science of early childhood development and then, drawing heavily on design thinking, advances to science-informed problem identification, brainstorming of solutions, and prototyping. Science X Design and the L&D WG of the Alliance are collaborating on a pilot learning programme to bring Science X Design to CPHA practitioners. The pilot involves a workshop that provides an interactive opportunity for CPHA practitioners to engage with the science of early childhood development, adversity and resilience, and a technical assistance sprint through which two ACPHA teams will be supported to translate the science into a prototype project.

Challenges/Lessons Learned:

- As of yet, the Science X Design model has not been applied to humanitarian contexts: while the relevance is clear, the specifics like presentation language and examples need to be incorporated into the workshop design to ensure its relevance to CPHA actors
- The focus of the Centre's work is predominantly on the prenatal to three-year-old developmental phase, due to the high potential to influence outcomes given the significant brain plasticity during this period

Thematic Session 1 c: Preventing harm to Children Affected by Armed Conflict

How to Develop Interventions to Prevent the Recruitment and Use of Children?

Author: Sandra Maignant

Organisation: Plan International

Level of Prevention: Primary Prevention

Key Words: emergency settings, programme development, children in armed conflict/group, prevention intervention, reintegration intervention

Background:

The CAAFAG Programme Development Toolkit is the result of an interagency initiative led by Plan International and UNICEF, under the CAAFAG Task Force. The objective of the CAAFAG Programme Development toolkit is to provide field practitioners with the knowledge and skills to design quality, gender-based programmes for CAAFAG, with the involvement of children. Programmes focus on prevention interventions as well as release and reintegration interventions. (Please note that the presentation will focus only on prevention interventions).

Type of Activity:

The development process of the Programme Development Toolkit builds on the results of a desk review and 16 key informant interviews with researchers, government representatives, UN agencies, and national and international NGOs. Additionally, a Capacity Needs and Gaps survey was conducted, with 196 field practitioners implementing CAAFAG programmes through an online survey. The findings of the survey informed the content of the toolkit. The toolkit was field tested in three countries –Central African Republic, Afghanistan, and Burkina Faso— with the involvement of 29 partners.

Challenges/Lessons Learned:

- The training materials are designed to be delivered in-person: The pilot of the training was conducted in-person in two French speaking countries in Africa (CAR and Burkina Faso); however, the pilot of the training in Afghanistan could not be implemented in-person due to security constraints, but online
- Although the programme design methodology promotes innovative prevention interventions, participants need strong guidance from facilitators to go beyond the usual awareness raising
- Some sessions were delivered by different organisation or child protection actors with specific expertise; this contributed to better ownership of the tools

Preventing Harm to Children in Conflict: Humanitarian Negotiations and Community-led Child Protection

Author: Kiran Kothari, Hannah Jordan, Jasminka Milovanovic, and Caroline Veldhuizen

Organisation: Save the Children

Level of Prevention: Primary, Secondary, and Tertiary Prevention

Key Words: community-led approach, child protection, prevention, state and non-state actors

Background:

Informed by a decade of research, Save the Children and War Child Holland are developing an evidence-based, community-led approach to child protection, applicable in all contexts. This approach will guide field teams to consider our ways of engaging with communities on child protection prevention and response, and how we shift towards strengthened community ownership and sustainability. This approach will be complemented by guidance, developed by NRC and SC in partnership in 2021-2022, on community-led negotiations for self-protection and access that is based on community ownership. What we are learning from our research, desk reviews, and consultative field research will inform our modes of engagement and dialogue with actors, armed or otherwise influential, in determining protection and access to services. Learning from this approach and our research, we are looking internally for what we can improve in our own practices or how we might streamline the structuring of our negotiations with counterparts.

Type of Activity:

Reflecting on how communities can lead their own dialogues for self-protection and how this can inform and shape our own dialogues with armed actors. The dialogues with armed actors may focus on harm and prevention of harm, respect for applicable laws, and the need for communities to be able to safely access services provided by our organisations and other humanitarians.

Challenges/Lessons Learned:

- Our research and consultations are limited by travel restrictions that might continue to arise due to Covid-19 or as situations in contexts we aim to study in 2021-2022 evolve - Challenges for humanitarian negotiations become difficult as conflicts intensify, making information about such negotiations increasingly sensitive
- Restrictions may also come from outside a society or community, including but not limited to laws and policies aimed at countering terrorism, national security, and emergencies
- On community-led child protection approaches, two global interagency evidence reviews from 2009 and 2018 have questioned the effectiveness and sustainability of the approach that we, as external actors, are using in our engagement with communities: While these approaches are implemented in the community, they do not come from the community, leading to low levels of sustainability and community ownership

Knowledge for Prevention

Author: Catherine Baillie Albidi

Organisation: Dailaire Institute for Children, Peace and Security

Level of Prevention: Primary and Secondary Prevention

Key Words: research, children in armed conflict/group, child development

Background:

The Knowledge for Prevention (K4P) project was launched to fill the ongoing research and policy gap around the vulnerabilities of children forced into child soldiery. Through increasing our global understanding of the factors that precede child recruitment into armed forces and armed groups, the K4P project aims to shape the early warning to early action field, by providing timely alerts to strengthen early and collaborative response mechanisms to better protect children in conflict environments.

Type of Activity:

The Dallaire Institute has recently begun programming in Mozambique to strengthen protections for children. Through the K4P predictive model, recruitment and use was flagged as a growing concern in Cabo Delgado province in northern Mozambique in January 2020. In response, the Dallaire Institute has focused on developing a strategy to ensure that early warning is effectively translated into early and collaborative action to better protect children from grave violations of their rights. Over the past few months, the Dallaire Institute has facilitated numerous high-level dialogues with key stakeholders in Mozambique. As part of this project, the Dallaire Institute will engage and sensitise officials from the Ministry of Defence, senior military personnel from the Mozambican Defence Forces, and policymakers from other relevant ministries on the issues of children in armed conflict and the security sectors roles and responsibilities in prevention.

Challenges/Lessons Learned:

- The main challenge with early warning is the translation of early warning to early and preventive action
- Lessons learned from our research focusing on effective approaches to translate early warning to early action will be shared, including the importance of child-centred indicators in systems of conflict and the importance of engaging children and communities in early warning

Thematic Session 2 a: Preventing Harm to Children in the Context of COVID-19

One-Stop Centre (OSC) to Prevent Harm to Children Survivors of Sexual Abuse and its Adaptation in COVID-19

Author: Jiang Yi

Organisation: Save the Children

Level of Prevention: Primary, Secondary, and Tertiary Prevention

Key Words: programming, development settings, violence against children

Background:

The One-Stop Centre (OSC) is a mechanism with integrated services for child survivors of sexual abuse. Unlike conventional practices, we have been piloting this OSC in the southwest region of China (where resources are limited, and the social service workforce needs improvement) since 2018, combining police investigation and forensic examination of child sexual abuse for the sake of avoiding re-traumatisation of victims. We advocate coordination and collaboration amongst various government departments and professionals to provide appropriate support to children and their families. This new model has been adopted by national policy and legislation and China currently has more than 1,000 OSCs. Domestic violence and child sexual abuse in particular were exacerbated during COVID-19 pandemic. Our business continuity plan for our OSC ensures minimal disruption to the daily operation, despite movement restrictions and social distancing policies.

Type of Activity:

Firstly, we set up the OSC in a community-based complex for protecting the privacy of child survivors of sexual abuse. SOPs for the OSC operation are developed and followed. Secondly, we conducted capacity building for police officers on child rights, child protection, child development, and child-friendly forensic interview skills, etc. Lastly, we fostered a diverse social service workforce to provide prevention and response services. In particular, we used Steps to Protect to build up case management, caseworker, and supervisor competency in order to guarantee quality of service and the wellbeing of child survivors and families. Alongside this, we advocated for OSC-related legislation with law academia and the national level judicial department.

Challenges/Lessons Learned:

- A more child-friendly justice system and standard needs to be developed; though there have been many breakthroughs in development of youth justice, the overall judicial system is more appropriate for adults in China
- The social service workforce needs to be fostered and strengthened
- As gender norms remain a key driver of SGBV against children, the OSC must seek more opportunities to work directly with communities on behavioural, social, and gender norm change approaches

Emergency COVID Response: Addressing Needs of Children Living on Urban Street

Author: Natalie McCauley

Organisation: UNICEF

Level of Prevention: Primary Prevention

Key Words: primary health care, mental health psychosocial support, housing, case management, education, reintegration

Background:

During the COVID-19 lockdown first imposed in Bangladesh in April 2020, children forced onto the streets (to escape violence at home, lack of family care, poverty, etc.) were left alone without a place to stay at night or rest, any health care, any peer support. In response to this situation, UNICEF Bangladesh, in cooperation with the Department of Social Services (DSS) under the Ministry of Social Welfare, has initiated tent-based service hubs to ensure these vulnerable and at-risk children have access to child protection services, along with other basic social services. COVID-19 health protection measures and hygiene practices are also put in place.

Type of Activity:

These service hubs provide psychosocial and recreational services for releasing stress and anxiety; life skills-based education and non-formal education; health and hygiene education with hygiene practices and materials to prevent COVID infections; and support for reintegration with families. The needs of the children are identified and either direct services are provided, or appropriate services are referred.

Challenges/Lessons Learned:

- Due to family poverty and separation, reintegration is not always sustainable since families cannot bear the responsibilities of the children when they are reunified
- Cross-sectoral coordination, particularly with city authorities in urban settings, is vital for the smooth delivery of services

Child Helpline (1098) Bangladesh: Essential for Providing Psychosocial Support during COVID-19

Author: Natalie McCauley

Organisation: UNICEF

Level of Prevention: Primary, Secondary, and Tertiary Prevention

Key Words: programming, mental health psychosocial support, multisectoral, violence against children

Background:

Child Helpline Bangladesh was first initiated by the Department of Social Services and UNICEF during a pilot project in 2010. It first began in a small location in Dhaka and was implemented by NGO Aparajeyo Bangladesh. In October 2015, the helpline was implemented all over the country by the Department of Social Services, with UNICEF's support. Prime Minister Sheikh Hasina launched the helpline to the public in October 2016. The helpline provides 24/7 services from its centralised call centre in the Department of Social Services' Head Quarters. The call agents maintain liaison with field officers of DSS for emergency response and outreach services. It offers information and counselling, links children with social workers for case management, does follow up and initiates immediate or direct interventions, and links children with referral services according to the situation and requirements.

Type of Activity:

The helpline is mainly operated from the central call centre, with a close liaison with 500 field-based offices from the Department of Social Services and 5000 social service workforces all over the country. For any emergency outreach action, Upazilla Social Service Officers are the first to be contacted by Child Helpline and that officer's responsibility is to mobilise the team members as necessary. Child Helpline call centre agents then contact and follow up with the Social Service Officers. Both the Centralised Call Centre and Decentralised outreach interventions of CHL 1098 are guided by standard operating procedures.

Challenges/Lessons Learned:

- The child protection system needs more, properly educated social workers at the community level
- Social workers are overburdened with cash grant programmes from the government, and this results in lack of family support and case management services for children in need of care and protection
- Government allocation for child protection system strengthening is not adequate
- Government investment for CHL 1098 needs more attention to increase the scale of the services

Thematic Session 2 b: Preventing Child Marriage

Findings from a Multi-Country Study Series Assessing the Prevalence and Drivers of Child Marriage in Humanitarian Settings

Author: Janna Metzler

Organisation: Women's Refugee Commission

Level of Prevention: Primary, Secondary, and Tertiary Prevention

Key Words: research, child marriage, risk factors, emergency settings, education, livelihoods

Background:

Child marriage has a diverse culturally and contextually specific array of drivers that materialise and are exacerbated in crises. The myriad of drivers and risk factors for child marriage require humanitarian actors across sectors to work together on durable solutions as the humanitarian crises becomes more protracted. The recommendations from this extensive research, on the prevalence and drivers of child marriage across nine different humanitarian contexts, demonstrate the need for reform across the humanitarian continuum working from within its own confines and reaching out to development actors, governments, and national and sub-national civil society.

Type of Activity:

Results and recommendations for child marriage prevention and risk mitigation programming for adolescent girls and their families, from nine research studies, were conducted in humanitarian contexts globally. Results will feature the contextual drivers of child marriage and how conflict, natural disaster, and forced displacement impact the practice and approaches to prevention.

Challenges/Lessons Learned:

- We need more adaptive and holistic programming approaches to support and protect girls; these should be paired with rigorous evaluations to build an evidence base on what approaches are effective in preventing and mitigating risk of child marriage in humanitarian contexts
- Effective and sustainable interventions for child marriage must both be inter-sectoral, and span from the immediate to longer term approaches
- These patterns and drivers are often not aligned with sectoral thinking and approaches, creating siloed sectoral work amongst gender-based violence (GBV) or child protection (CP) actors: this makes it difficult to embed appropriate guidance for prevention and risk reduction programming across the humanitarian programme cycle and within sectors

“Tell Us a Story” – Child Marriage Prevention in Crisis Settings in the Philippines and Zimbabwe

Author: Rabia Mustapha, Abel Matsika
Organisation: Plan International
Level of Prevention: Primary, Secondary, and Tertiary Prevention

Key Words: research, child marriage, community-based activities, risk and protective factors, gender-based violence

Background:

This initiative is formed by a partnership with the Women’s Refugee Commission and Plan International and includes national level partnerships –Transforming Fragilities (Philippines) and Abel Matsika (research consultant in Zimbabwe)— to lead in-country research. In both locations, we conducted in-person workshops with adolescent girls and adult community members separately to co-design the methodology and to learn how to ask questions around child marriage with sensitivity and care. The SenseMaker survey questions were designed through an iterative process together with community members and tested in the community before use. Teams of locally trained data collectors (associated to the research institute or a local university) were trained to use SenseMaker and trained on the initiative objectives, safeguarding, and ethical procedures. Assigned to a geographic location, the data collectors identified respondents, gained consent, and invited them to tell them a story. The lead researcher from WRC and the national research lead led the KIIs with stakeholders in-person and/or online.

Type of Activity:

Research activities included SenseMaker storytelling data capture of over 4000 community members, including 622 and 489 adolescent girls in the Philippines (aged 12-17) and Zimbabwe (aged 10-17) respectively. Additional activity based FGDs with adolescent girls and community members, and KIIs with stakeholders. The Programme Model will support the design and integration of child marriage into programming with relevance for all sectors, especially integrated programming. While the response to child marriage rests only with specialised protection practitioners, the prevention of child marriage crosscuts all sectors (namely education, health and SRHR, food security, and livelihoods). Furthermore, it will help teams to conduct a contextual analysis that will signpost the risks and protective factors facing adolescent girls (or boys) at risk of child marriage, or already married, in order to tailor programming to meet their needs.

Challenges/Lessons Learned:

- Challenges included coordinating across multiple partners, remote-based analysis, COVID-19 restrictions and disruptions, and navigating a new area of work that does not sit comfortably in a humanitarian sector

Empowering Youth Community Builders: Addressing Child Marriage and Education Among the Rohingya in Malaysia

Author: Lisa Marie Fernandes, Laila Hussin, and Mariam Sikandar

Organisation: ENGENDER Consultancy

Level of Prevention: Primary Prevention

Key Words: refugee youth, child marriage, community-led activities, education

Background:

ENGENDER Consultancy, in partnership with UNHCR, embarked on this project in 2019 and 2020 to engage, develop, and mobilise Rohingya youth as active advocates in the promotion of education to prevent child marriage. The idea to develop a short film was inspired by conversations following the *Mercy's Blessing* screenings as part of the 16 Days of Activism. This project recognised the potential of youth and community collaborators as agents of change who can be enablers in long-term efforts. Thus, the objectives were to form an initial group of Rohingya Youth Community Builders (RYCB) and Mentors and create short films to be used as advocacy tools.

Type of Activity:

Preliminary activities included engaging youth participants and community leaders as mentors and understanding lived realities while unearthing contributing factors to child marriage in the Rohingya community. This was done through consultations, gender-based analyses in the form of focus groups, and filmmaking workshops. Information and insights from various stakeholders (i.e., the community, refugee learning centre educators, UNHCR) supported the film conceptualisation and script. The production of the two short films provided a valuable tool to support grassroots advocacy to promote the education of girls and address child marriage. The modality of using the film in conversations for change between the Rohingya mentors, youth, and families uses the most basic form of human interaction as a means to facilitate a personalised process of raising awareness, clarifying concerns, and supporting family decision-making on the education of their children, particularly their daughters, to mitigate child marriage.

Challenges/Lessons Learned:

- Addressing child marriage within a community that has normalised its practice will be a long-term effort that requires a multi-prong strategy through a whole of community approach catalysed by collective efforts
- This advocacy tool is only at the infancy of its use and there is potential to follow through on the current target families and take it to other regions or hotspots, where it can be used as an advocacy tool to slowly enable a shift to positive attitudinal and behavioural change

Thematic Session 2 c: Preventing Child Labour

Preventing Child Labour and Unsafe Migration: Experience from India

Author: Vandhana Kandhari, Umi Daniel, and Khalid Choudhury

Organisation: UNICEF

Level of Prevention: Primary Prevention

Key Words: COVID-19, child labour, migration, multisectoral, case management, trafficking

Background:

UNICEF has been implementing a multisectoral programme for ending child labour in the 10 states, partially supported by Foreign, Commonwealth and Development Office (FCDO), since 2019. Its objectives include strengthening child protection structures, evidence generation on economic exploitation of children/child labour and strengthening community-based mechanisms to prevent and respond to the economic exploitation of children/child labour.

Type of Activity:

This programme includes the mapping and tracking of vulnerable children, the identification of hotspots and routes of unsafe migration/trafficking, and the monitoring of railway stations to prevent trafficking, unsafe migration in partnership with Railway CHILDLINE and Railway Protection Force (RPF). It engages with children and adolescents to understand their diverse needs and provides a safe space to participate in development and implementation strategies to tackle child labour and child marriage in communities. We aim to strengthen the Juvenile Justice system to improve response to child labour/trafficking.

Challenges/Lessons Learned:

- Lack of dedicated social service work force below district level
- Challenge to access to social protection for migrating children and families because of non-portability of entitlements
- Challenge to access to education for children and adolescents who do not have digital devices or connectivity (only 60 % of students have used any remote learning resources)
- Limited engagement with private sector

Three Approaches to Address Child Labour in Fragile Contexts

Author: Cécile Fanton d'Andon, Stefano Battain, and Philip Wilkinson

Organisation: CPC Learning Network

Level of Prevention: Primary Prevention

Key Words: community-led activities, child labour, education, parenting

Background:

The Partnership Against Child Exploitation (PACE) is a ground-breaking partnership comprised of private sector, academic, media development, and civil society organisations working together to combat the exploitation of children in the worst forms of child labour. Operating in three African countries, PACE is implementing a range of child-focused initiatives to generate evidence of how to effectively reduce child labour, with a view to informing future policy and programming. PACE is a holistic, multifaceted programme designed to identify the most effective strategies for combating child labour.

Type of Activity:

We aim to reinforce children's agency through youth led advocacy involving organising and supporting youth in an attempt to raise their voices to change policies, practices, and attitudes that put them at risk of harm. These interventions can help mitigate the risk factors for and implications of the worst forms of child labour (WFCL) when participants collectively decide to work on this issue. Our parenting interventions are designed to provide parents with the skills and techniques necessary to foster a safe and healthy home environment that protects children's wellbeing, and our school gardens are interventions that aim to provide children engaging in or at risk of engaging in the worst forms of child labour (WFCL) with free meals at school.

Challenges/Lessons Learned:

- Children and families involved in WFCL aren't easily accessible
- Most families face poverty, which makes it difficult for them to leave income-generating activities to join a programme if no compensation is planned
- In fragile settings, NGOs might have difficulties recruiting facilitators with adequate level of skills
- Political unrests, procurement issues, and accessibility issues can threaten the smooth implementation of a programme
- Literacy among participants in these locations is low, "classical" programme material might not be adapted

Utilising Research to Build Preventive Programming

Author: Mike Kirakossian and Sarah Ghazarian

Organisation: World Vision International

Level of Prevention: Primary, Secondary, and Tertiary Prevention

Key Words: child labour, COVID-19, caregiver training, preventive interventions, education

Background:

This research is a vital step toward addressing the root causes of child labour in Lebanon. During COVID-19, observations that showed increasing rates of children becoming involved in child labour were being reported by CP actors across all areas. This situation was exacerbated by the Beirut explosion, which caused displacement, loss of jobs, destruction of schools and homes, and lockdowns preventing school attendance. In order to address the root causes of child labour, we need to understand and thoroughly examine the determinants driving those behaviours. The research aimed to identify the perceptions of caregivers from the less privileged layers of society and their influence on child activity (school enrolment, child labour, and involvement in household chores) for children aged 3 to 18 in Lebanon.

Type of Activity:

This research can be broken down into two main activities. Firstly, the research conducted, where data was collected from a sample of 776 parents from three areas, Beirut and Mount Lebanon, Bekaa, and Akkar. Secondly, the findings of this study that are guiding the preventive programming through embedding a Social Behaviour Change framework based on the research results to address and prevent the growing complex issue of child labour in historically and newly emerging vulnerable families. The results informed WVL's strategy in general, and child education and labour programming in particular, to tailor preventive interventions aiming to change attitudes and behaviours leading children out of school and involving them in child labour.

Challenges/Lessons Learned:

- The adoption of a cross-sectional design, which is known to be a weak design for the apprehension of complex relationships and intricate causal pathways, was one of the limitations of this study in addition to the reliance on remote data collection modality for such a sensitive topic
- Perceptions can be informed by several biases for multiple purposes including social desirability and ripping off help, which can be more of a limitation in interviewer-administered cross-sectional designs
- Parents' agreement rates to false perceptions around child labour and school enrolment were remarkable, reflecting strong personal and/or cultural beliefs underlying their decisions

Thematic Session 3 a: Prevention Through Multisector Integration (1): Education and Child Protection

The EmpaTech Intervention for Reducing Physical Violence from Teachers to Students in Nyrugusu Refugee Camp: A Cluster Randomised Controlled Trial

Author: Camilla Fabbri
Organisation: London School of Hygiene and Tropical Medicine

Level of Prevention: Primary Prevention
Key Words: research, violence against children, education, school-based violence

Background:

School-based violence prevention interventions offer enormous potential to reduce children's experience of violence perpetrated by teachers. However, few have been rigorously evaluated globally, and none in humanitarian settings. We tested whether the EmpaTech intervention could reduce physical violence from teachers to students in Nyarugusu Refugee Camp, Tanzania using a randomised controlled trial implemented from November 2018 to February 2021. EmpaTech is a behaviourally-informed, peer-led teacher training intervention designed to reduce and prevent teachers' use of corporal punishment in the classroom.

Type of Activity:

The EmpaTech intervention is a 10-week long behaviourally-informed, self-guided teacher training intervention, designed to reduce and prevent teachers' use of corporal punishment in the classroom. The content of the intervention is focused on empathy-building exercises and on group-work to learn and practice self-regulation techniques, strategies to promote wellbeing, positive disciplinary methods, and classroom management strategies. The intervention is based on a booklet developed specifically to self-guide teachers through each of the 12 sessions in the programme. The booklet contains learning materials for all sessions, space to commit to practicing new strategies, and a section for recording reflections on homework assignments, which primarily consist of home and classroom practice of the intervention techniques.

Challenges/Lessons Learned:

- We had one major incident which affected the delivery of the intervention: in a camp-wide policy change, approximately 20% of teachers in the camp were made redundant from their jobs in January 2019, during the intervention delivery period (the vast majority were then re-hired in the same role in the same school within a period of 2 weeks; however, some were not)

Gender Transformative Approaches to Prevent Child Protection Risks in Education Programmes

Author: Tobi Mbaya

Organisation: Plan International

Level of Prevention: Primary Prevention

Key Words: programming, education, girls, gender-based violence, child marriage

Background:

The project, Educating Vulnerable and Hard-to-Reach Girls and Adolescent Girls in North-eastern Nigeria, is designed specifically to address gender inequalities, tackling the root causes and barriers, including forms of Sexual and Gender-based Violence, that prevent girls from attending and staying in school in two conflict-affected states of north-eastern Nigeria (Borno and Yobe). This project aligns with the Canadian government Feminist International Assistance Policy and is implemented with two national organisations (CHAD International and Centre for Child Care and Human Development (C3HD)). The project strategy rests on two pillars; the first addressing gender barriers at the individual, household, and community level, enabling an increase in demand for education, and the second addressing supply and quality challenges in formal and non-formal schools to help girls and boys in these communities to access appropriate pathways to return to education.

Type of Activity:

Activities to prevent harm to girls and adolescent girls include life skills training on issues related to gender roles, power dynamics and attitudes, positive masculinity, conflict resolution, self-protection, and communication skills. The project also provides financial support and vouchers for adolescent girls to cover the cost of school fees and materials, supports adolescent girl-friendly discussion groups and girls' school clubs, and provides parenting sessions for parents and caregivers. At the community level, the project will train community leaders, women's organisations, and religious leaders to support girls' education and delay child marriage; organise community-level dialogues to support the education of girls and identify barriers to girls' education; train members of community-level child protection groups on child rights, child protection, and Sexual and Gender-based Violence; and develop and broadcast SBCC messages. The project will also train teachers on gender-responsive pedagogy, psychosocial support, and how to (together with children) create and maintain a safe and inclusive learning and social environment.

Challenges/Lessons Learned:

- Low participation from female stakeholders in trainings, meetings, and workshops as a result of prevailing gender norms in the project location
- Active involvement and participation of girls and young women living with disabilities in the project was also a challenge, due to existing social, structural and systemic barriers

Using Behavioural Change Theory to Reduce Violence Against Children in Northwest Syria's Schools

Author: Niki Wood and Alaa Rajaa Mughrabieh

Organisation: Hurras Network

Level of Prevention: Primary Prevention

Key Words: violence against children, behaviour change, education, community-led activities

Background:

Corporal punishment, humiliation, and other forms of negative discipline techniques are common practices for classroom management in Syria and is perceived as acceptable responses by teachers. Changing behaviour is widely acknowledged as challenging, and behaviour change research is frequently something undertaken at the direction of a donor and exists in a tome on a shelf. We wanted to change that; we reimagined it. While efforts are already ongoing to make schools safer places, this research piloted a rapid, locally led approach to behaviour change with usable findings. We tested the results of introducing an iterative and learning-oriented approach to changing teachers' attitudes and behaviours toward valuing and using positive discipline practice and, by extension, away from negative discipline.

Type of Activity:

Following the 8th standard of the CPMS, the intervention supported teachers in the first place and the lead teachers and headteachers in the second place to use positive discipline techniques and decrease the use of negative behaviours (hitting, shaming, shouting, humiliating, and others) to discipline children. Teachers were provided with an awareness session on positive discipline, its benefits, and the impact of negative discipline on children along with positive discipline techniques. The headteachers were asked to support teachers in the shift using techniques of their own and supporting the teachers to use their positive techniques as well.

Challenges/Lessons Learned:

- The timing of the project allowed for only two cycles of two weeks as the start of the project was with the end of the first trimester and the mid-year break, which didn't permit the needed time for teachers to experiment the positive discipline techniques and reflect on them
- While combining activities brought benefits, Hurras needed to run multiple activities in parallel due to the partnership nature of the research, which resulted in time pressures at the analytical stage

Thematic Session 3 b: Local Actors Advancing Prevention

National and Local Actors Advancing Prevention Through Greater Implementation of the CPMS

Author: Susanna Davies, Joanna Wedge, Hussain Abdullah Salman, Sara Matarrazzo

Organisation: The Alliance for Child Protection in Humanitarian Settings CPMS Working Group

Level of Prevention: Primary, Secondary, and Tertiary Prevention

Key Words: child safeguarding, prevention, caregiving approach, community-led approach

Background:

With support and funding from the CPMS Working Group, national and local NGOs around the world have led initiatives to raise awareness, build capacities, and strengthen commitment to the implementation of the Minimum Standards for Child Protection in Humanitarian Action. To be fully transparent, Bethany's Country Director is the only expat on staff in Colombia and the agency does operate in four other countries; their model is structured for each operation to be autonomous.

Type of Activity:

In BROB, Iraq: the development of videos and graphics in Arabic and Kurdish on the CPMS for national and local actors; the design and distribution of CPMS pocket guide for national and local actors; a webinar series on the CPMS, key standards and prevention approaches; and the development of a CPMS App (game-based) to strengthen capacities of national actors on the standards. In Bethany, Colombia: videos on different aspects of the CPMS; integrated a series of podcasts into their prevention programming; and a flyer series aimed at community, humanitarian actors, and government officials.

Challenges/Lessons Learned:

- Longer term coaching and capacity building was not available in most cases, and greater work is needed to support national and local actors to institutionalise the standards in their organisation's policies and procedures
- National NGOs have unique networks and perspectives that can bring in new actors and encourage greater adherence to the CPMS; their understanding of barriers to access and implementation of the standards as well as solutions to address these challenges is critical

Preventing Violence Across the Socio-Ecological Framework Through Grassroots Networks

Author: Kezia M’Clelland

Organisation: Viva

Level of Prevention: Primary Prevention

Key Words: programming, emergency settings, development settings

Background:

Viva partnered with 39 local networks in 26 countries, which on average bring together 100 local churches and grassroots organisations, and together reach a total of 3 million children. Each network works on multiple levels to prevent harm to children, harnessing their shared capacity and deep roots in their location to have an impact that is both relevant and significant. This presentation will highlight some key examples of emerging programming which have successfully prevented violence against children.

Type of Activity:

Examples are given here for different levels of the socio-ecological model, but each network includes a range of activities spanning all levels, which enable it to have significant impact. At the child level: Several networks deliver Viva’s “Flourish” life skills course for adolescents, aimed at preventing violence by equipping young people with self-confidence, resilience, and decision-making skills as well as awareness of protection risks, so that young people have increased capacity to recognise situations of risk and respond effectively. At the family/caregiver level: Viva’s innovative phone mentoring programme developed during COVID-19 reduced violence by combining parenting advice and support on issues including anger management, mental health, and online safety, with a chance for both children and parents to talk regularly with a mentor. At the community level: In Uganda, Viva’s partner network has trained teachers and developed child protection capacity within schools, developed child protection committees (including child ambassadors, police, and other local leaders), and established a system of community mentors for families, aiming to prevent violence within schools, families, and community settings. At the society level: Viva’s global annual Good Treatment Campaign sees children asking adults in their cities to sign up for five key actions for treating children well.

Challenges/Lessons Learned:

- Viva’s model allows less control and risks increased variables because it is predicated on empowering local actors, but we believe this is outweighed by more sustainability, local ownership, and greater variety of actors and expertise that is accessed

Prevention Activities in Local Communities – Iraq

Author: Zahraa Tahseen Abbas

Organisation: Bent Al-Rafedain Organisation (BROB)

Level of Prevention: Primary Prevention

Key Words: programming, child safeguarding, caregiver training, education, community-led activities

Background:

Through our work in child protection in emergency situations within four governorates, results of protection activities in emergency situations showed the importance of having programmes that works on primary prevention, and the cases we encountered of children exposed to risks during displacement and after displacement confirmed an important fact: the absence of programmes that work on primary prevention contributed to the increase in the rates of children's exposure to protection risks. Therefore, since 2018, we began to design a programme and develop activities according to the financial capabilities of the organisation and the availability of human resources.

Type of Activity:

Activities include training teaching staff on children's rights, child safeguarding policies, safe responses to children's problems, and the best interests of the child. As well as this, free consultations are provided for parents to help them in raising children and promoting good communication with children. More activities include training sessions for cadres working in recreational places on how to communicate with children and child safeguarding policies; an awareness campaign for adolescents and the local community about the dangers that lead to children getting into trouble with the law; and presenting a project proposal to a donor to amend the Iraqi Juvenile Law to become more protective for children.

Challenges/Lessons Learned:

- COVID-19 was one of the most prominent challenges we faced in implementing the programme: we carried out special activities with parents remotely in order to provide psychological support to them and guide them on how to deal and provide psychological support to children during the period of home quarantine
- We are still in the first steps of primary prevention, and we need continuous development and concerted efforts in order to target more numbers in the programme

Thematic Session 3 c: Prevention Through Psychosocial Support and Life Skills

Prevention Harm Through Adolescent Life Skills and Parenting in Crisis Settings

Author: Lotte Claessens and Kovo Esul
Organisation: Plan International
Level of Prevention: Primary Prevention

Key Words: research, programming, emergency settings, parenting, caregiver training, life skills

Background:

Adolescents in crisis settings have unique gender- and age-specific needs and face specific risks. During [programme design consultations](#) held with adolescents and their parents/caregivers in the Lake Chad basin (Cameroon, Niger, Nigeria), adolescents identified risks that lead to gender-based violence, psychosocial distress, and lack of access to health services. The Adolescent Life Skill and Parenting programme was designed as a three-month prevention programme to address these multisectoral risk factors with the objective to improve the psychosocial wellbeing, health, and safety of at-risk adolescents in crisis settings.

Type of Activity:

The programme is comprised of 13 Life Skills Sessions for adolescents and 10 Parenting Sessions for parents. The programme covers three inter-related themes that are essential for healthy adolescent development: psychosocial competencies, sexual and reproductive health, and protection from violence. Each session offers essential information and skill-building opportunities, and help participants connect to existing services and support. A unique aspect of the Adolescent Life Skills and Parenting programme is the creative methodology. Creative methods such as games, music, arts, and drama are important for the wellbeing and healthy development of adolescents. Play and creative methods enable adolescents to have fun, release stress, express themselves and connect with peers. For adults, laughter and playfulness are also important elements of self-care and prevention of harm in crisis situations.

Challenges/Lessons Learned:

- Supporting adolescents with complex protection needs
- Limited time to reach large numbers of adolescents
- Limited availability of life skills and parenting programmes tailored to the unique needs of adolescents
- Mobilising hard-to-reach parents and caregivers

Home-Based Psychosocial Support Approach to Prevent Further Harm to Children Amidst the COVID-19 Emergencies in Uganda

Author: Kevin Mubuke

Organisation: Save the Children

Level of Prevention: Primary, Secondary, and Tertiary Prevention

Key Words: COVID-19, mental health psychosocial support, violence against children

Background:

Uganda hosts almost 1.4 million refugees fleeing from its neighbouring countries such as South Sudan and the Democratic Republic of Congo (DRC), and more than 60% of them are children. The refugee influx has further increased the strain on services and more support has been needed. Upon the outbreak of the COVID-19 in March 2020 in Uganda, Save the Children mounted a rapid response in child protection programming. The SC Uganda child protection team conducted a series of training sessions for facilitators and other community structures on COVID-19, protection concerns for children in the COVID-19 context, and provision of home-based PSS. Currently, humanitarian agencies (World Vision, SC, etc.) are developing a safe return to CFS guidance for the gradual opening and use of the sites with alternative approaches.

Type of Activity:

Following the outbreak of COVID-19, Save the Children developed a business continuity plan to ensure children and their families could receive support, even amidst the COVID-19 emergency. As an alternative plan for facility-based CFSs, the home-based psychosocial support (PSS) was introduced in June 2020. It started with a pilot study in three areas and was later rolled out to all locations where we were operating Child Protection programming in July 2020. Children were provided with the home-based psychosocial support services by community-based/resident CFS facilitators, applying psychological first aid (PFA) and other structured PSS skills such as HEART (Healing and Education Through the Arts) and TEAM UP (a programme of structured movement-based activities that is specifically developed for refugee children) in all locations. These structured activities played an important role in helping children overcome hardship during the widespread COVID-19 lockdown in Uganda.

Challenges/Lessons Learned:

- High cost of doing business as it is necessary to provide items at household level
- The COVID-19 context has demonstrated that there are alternatives to CFS programming to provide children with necessary basic support; with targeted training and capacity building, a clear concept and guidance, this approach can ensure the provision of support to children at a community level and could be replicated in other emergency and non-emergency contexts within the country

Healing in Harmony: Building Children's Resilience to Trauma

Author: Darcy Ataman

Organisation: Make Music Matter Inc.

Level of Prevention: Tertiary Prevention

Key Words: mental health psychosocial support, community-led activities, recreational activities, resilience

Background:

The HiH model (in partnership with Warner Music Canada) has been rigorously tested by Nobel Laureate Dr. Denis Mukwege's Panzi Hospital in Bukavu, DRC. Currently, HiH is being implemented in two communities in Kasai Province in central DRC as part of a Global Affairs Canada funded grant project led by World Vision Canada. The project, called EGAL (Equality for Girls' Access to Learning), aims to reduce barriers to girls' education, by building their resilience, agency and self-efficacy. The EGAL project recognises that education in times of crisis is a stabilising and protective factor for vulnerable children and youth, particularly those who have experienced stress and psychosocial trauma (UNICEF, 2017). Access to and continuation of quality learning is critical in providing normalcy in children's lives, protecting girls from conflict-related Sexual and Gender-based Violence (SGBV), and investing in community peacebuilding and social cohesion. HiH is an integral intervention in EGAL for empowering children, particularly girls and girls with disabilities, to overcome stigma, trauma and negative gender norms, re-enrol or stay in school, and complete a quality education in a gender-responsive and protective learning environment.

Type of Activity:

Working in tandem with a trained psychologist and music producer, participants write, record, perform, and disseminate professionally produced songs about their emotions and experiences. This process has a profound effect on both psychological healing and the restoration of a supportive, healing community. Creating a tangible musical product allows participants to come a step closer to making meaning out of their trauma, strengthening their resilience and agency in crisis contexts, and taking charge of their own healing. They also become artists and advocates for positive community change when they perform songs in local community concerts and their music is disseminated internationally on major streaming platforms and through a digital storefront.

Challenges/Lessons Learned:

- The protection and use of the intellectual property contained in original songs written, recorded and performed by minors can present ethical safeguarding issues that need to be addressed through legal licensing agreements specific to countries, contexts and implementing partners
- The major lessons learned in implementing Healing in Harmony are the adaptations required for child participants/artists vs. adult participants, bridging the gap between local implementation partners and the larger donor community, and the reduction of trauma and psychosocial support as a defining and material factor in child protection

Thematic Session 4 a: Experiences from Latin America (Spanish)

Crianza con Ternura en un Contexto de Acción Humanitaria

Autor: Salvador Cebrián Plácido

Organización: World Vision International

Nivel de prevención: primaria y secundaria

Palabras claves de búsqueda:

programación, contextos de emergencia,

crianza, violencia contra la niñez

Contexto:

El Programa de Crianza con ternura forma parte del proyecto “Respuesta Humanitaria a las necesidades de protección de niñas, niños y adolescentes en la frontera Norte de México” que tiene por objetivo *Contribuir a la respuesta humanitaria de las necesidades más urgentes en la población refugiada y migrante que están en tránsito en el Norte de México, de acuerdo a los estándares internacionales de protección.* El proyecto tiene una duración de 12 meses de implementación. Particularmente, el Programa de Crianza con Ternura está dirigido a madres, padres y cuidadores en situación de movilidad y busca sensibilizar, brindar información, herramientas y espacios seguros para que las familias acompañen el desarrollo de niñas y niños de manera respetuosa y amorosa, como una forma de protegerles ante la violencia.

Qué tipo de intervenciones son:

El Programa de crianza con Ternura se implementa a través de talleres de sensibilización y diálogo (espacios de reflexión-acción) con madres, padres y cuidadoras/es en los que se brinda información y herramientas prácticas para acompañar el desarrollo de niñas, niños y adolescentes de acuerdo a las etapas evolutivas. En estos talleres se abre un espacio de diálogo que permite reflexionar sobre los patrones de crianza que se van transmitiendo de generación en generación y también representan un espacio donde se refuerza el papel de madres y padres como acompañantes y agentes de cambio.

Desafíos y lecciones aprendidas:

- La propia movilidad de las familias representa un desafío en términos de establecer una medición de impacto.
- Cambiar el paradigma de la crianza en sí mismo es un desafío cuando el entorno, en este caso, los albergues, no representan un espacio seguro para las familias.
- La crianza suele recaer en las mujeres, por lo que el trabajo con los padres resulta fundamental; sin embargo, la participación de los padres en las actividades es un reto importante.

Crianza con Ternura, Cambiar El Paradigma para Prevenir La Violencia Hacia Niñas, Niños y Adolescentes

Autora: Samantha Ibarra Avalos

Organización: Save the Children

Nivel de prevención: primaria, secundaria y terciara

Palabras claves de búsqueda:

programación, contextos frágiles, capacidad de recuperación, COVID-19, salvaguardia a menores, educación

Contexto:

Venezuela se ha convertido en un país de extremas necesidades, donde familias vieron reducida su capacidad para cubrir las necesidades más básicas de alimentación de sus miembros. La observación de esta situación planteó un reto del que se tomó acción y se iniciaron programas sociales que tienen como objetivo principal suministrar ayuda no solo a través de la preparación y servicio de comida caliente, entrega de bolsas de alimentos y prendas de vestir, ofrecer jornadas de consultas médicas y de pediatría, sobre nutrición, asistencia de medicina interna y atención psicosocial sino también de una atención integral que permita rescatar la dignidad humana, atender a la niñez más vulnerable, trabajar en prevención, desarrollar la capacidad de recuperación e inteligencia emocional en los grupos atendidos. Aspiramos a crecer con el tiempo y ampliar en otros estados y sectores del país a través de la Red Esperanzas sin Fronteras; nuestros programas tienen lapsos de 6 meses de duración para grupos de beneficiarios seleccionados bajo criterios humanitarios donde el grupo priorizado son los niños, niñas y adolescentes de nuestras comunidades.

Qué tipo de intervenciones son:

Algunas de las actividades preventivas incluyen: Establecer y cumplir con políticas y códigos de salvaguardia, capacitación constante del voluntariado y del personal de protección, protocolos de bioseguridad y sanidad en general, trato basado en la ternura, manejo emocional, conocimiento y cumplimiento de la Ley Orgánica para la Protección de niños, niñas y adolescentes de Venezuela. También realizamos talleres para la formación de Defensorías de niños, niñas y adolescentes, talleres presenciales y a través de las redes de orientación a las familias en temas de fe, cuidado y desarrollo integral de la niñez, prevención y mitigación de riesgos contra la Covid-19. Ofrecemos atención individualizada en asuntos psicosociales.

Desafíos y lecciones aprendidas:

- Nos sentimos limitados por factores económicos, humanos y de espacio y la creciente interferencia de actores dentro del contexto nacional.
- Que solos no podemos y que se necesita el concurso de todas las organizaciones nacionales e internacionales que tienen programas de protección.
- Un anhelo y próximo paso es la planificación y establecimiento de aulas integradas y de refuerzo pedagógico para atender al número cada vez más creciente de niños, niñas y adolescentes con déficits escolares que ponen en riesgo su propio desarrollo y el futuro del país.

Acciones de Protección y Salvaguarda de los NNA en Las Comunidades Abordadas con Iniciativas Humanitarias

Autora: Nuvia Méndez y Dayli Martínez
Organización: Fundacrecer, Organización Basada en Fe
Nivel de protección: primaria, secundaria y terciaria

Palabras clave de búsqueda: contextos de emergencia, apoyo mental y psicosocial, capacidad de recuperación, violencia contra la niñez

Contexto:

Brindar a las niñas, niños y adolescentes migrantes un espacio virtual cercano de acompañamiento, crecimiento y contención socio-emocional basada en actividades lúdico-artísticas organizadas en un número determinado de sesiones o encuentros, con el fin de proteger y fomentar un desarrollo socio-emocional saludable ante las circunstancias de vulnerabilidad y riesgo de desprotección en las que se encuentran. El proyecto abordó el desarrollo de sesiones de contención socio-emocional, dirigido a niñas, niños y adolescentes cuyas edades se encuentran entre los 3 a 17 años divididos en 3 grupos por edades (3 a 6 años; 7 a 11 años y 13 a 17 años) Se consideraron seis sesiones de contención con una duración de 1 hora cada una durante seis semanas.

Qué tipo de intervenciones son:

Las actividades estuvieron orientadas a desarrollar los siguientes temas: Expresión de emociones, resiliencia, crianza con ternura, cuidado personal en salud, proyecto y sentido de vida, prevención de riesgo a la violencia. Asimismo, el proyecto utiliza una política de salvaguarda a menores con procesos y procedimientos para prevenir el daño, así como una metodología para derivación de casos.

Desafíos y lecciones aprendidas:

- Adaptación del proyecto a una metodología virtual, sostener la participación activa de las niñas, niños y adolescentes en cada sesión y alta movilización de las familias de una zona de residencia a otra.
- Siendo las limitaciones: Conectividad, equipos móviles de las familias para conectarse a las actividades.
- Considerar en la selección de beneficiarios que participarán del servicio, un 20% más de lo que se espera alcanzar como meta. Tomar en cuenta nuestra respuesta para aquellas familias que no cuentan con equipos móviles para conectividad.

Thematic Session 4 b: Prevention of Violence Against Children

Qudwa – Leveraging Behavioural and Social Science to Prevent Violence Against Children and Women in Lebanon

Author: Clemence Quint

Organisation: Magenta Consulting

Level of Prevention: Primary Prevention

Key Words: violence against children, child labour, child marriage, children associated with armed conflict

Background:

In Lebanon, violence against children is widespread and socially acceptable in a number of forms. Despite the existing legal framework and the support provided by the Lebanon crisis response partners, the incidences of child labour, child marriage, violent discipline in the home, and domestic violence have increased in Lebanon. We conducted in-depth behavioural research to inform our comprehensive social and behavioural change strategy to prevent violence against children in Lebanon. We are currently rolling out some of the interventions developed as part of the strategy, hand in hand with the Ministry of Social Affairs, UNICEF, and local CSOs.

Type of Activity:

To develop data-driven and evidence-based interventions we conducted behavioural research looking at violence against children within the home, child labour, child marriage, and children in armed conflict throughout Lebanon (including amongst Syrian and Palestinian populations). We used that data to kick-start a national participatory process to develop a social and behavioural change strategy focusing on prevention of violence. Based on the strategy, we rolled out social and behavioural change interventions including: a positive caregiving toolbox (10 tools including WhatsApp audible memes, colouring books, a playmat, a board game, etc.) with a mix of self-guided resources for caregivers and tools for frontline workers; a mobile app to equip caregivers with information and tools to adopt a nurturing and positive approach to child behaviour management (ongoing); and a soap opera using edutainment to spark nationwide dialogue on violence against children (ongoing).

Challenges/Lessons Learned:

- The programme implementation has been hindered with the COVID-19 crisis and little impact data is currently available
- Male engagement, especially male caregivers, is still proving challenging and further work needs to be done to better understand how to meaningfully engage them

Preventing the Sexual Exploitation of Girls in Kenya: The Power of Local Ownership and A Community-Led Approach

Author: Kathleen Kostelny, Ken Ondoro, Mike Wessells

Organisation: Child Resilience Alliance

Level of Prevention: Primary Prevention

Key Words: SRH, development settings, research, programming, community-based activities

Background:

Rapid ethnography conducted in Marafa and Bamba (Coast region of Kenya) indicated that, among other harms, young girls were often sexually exploited by boys and men. The information was fed back to communities, thereby stimulating thought and discussion about how to address such issues. Marafa was assigned to the intervention condition, with Bamba becoming an approximately matched comparison condition. In Marafa, a facilitator worked with two communities to enable inclusive dialogue about different harms to children and which one(s) the communities would like to address. The dialogue included teenage pregnancy, sexual exploitation of girls, early sex, and school dropout. After extensive discussion, the communities chose to address early sex and they then developed and implemented a community-led action to reduce early sex.

Type of Activity:

The communities implemented activities at multiple levels of children's social ecologies. At a peer level, girls organised football games and discussion activities that decreased idling (a precursor to sexual activity), emphasised the importance of staying in school, and developed positive skills such as teamwork, mutual support, communication, and saying 'No' to unwanted sex. At a community level, campaigns raised awareness of the harms caused by early sex, featured positive role modelling, and enabled community ownership. At a family level, parents discussed puberty, sex, and pregnancy with their children and emphasised the harms caused by early sex. Individually, children pledged to continue their education and avoid early sex.

Challenges/Lessons Learned:

- One limitation is that the study was conducted in a relatively small area of the Coast region of Kenya and did not involve a nationally representative sample
- An ongoing challenge is that most donors prefer a top-down approach that pre-specifies the harms to be addressed, the intervention, the timeframe for implementation, and the outcomes to be achieved
- The process of collective dialogue, with inputs from people in the community who are positioned in different ways, sparked prevention thinking that went beyond one particular risk to children and led to intervention at an early point in the causal pathway leading up to the nexus of problems such as sexual exploitation, teenage pregnancy, and school dropout

Thematic Session 4 c: Child Participation and Accountability

Participation as Prevention: Exploring Programming and Research Initiatives Engaging Children and Young People as Partners in Prevention

Author: Vanessa Currie, Laura Lee, Laura Wright, Kathleen Manion

Organisation: International Institute for Child Rights and Development

Level of Prevention: Primary Prevention

Key Words: child participation, violence against children, child safeguarding

Background:

Children and young people's participation in their own protection is an important component of addressing the root causes of violence and abuse experienced by young people as well as addressing their specific (primary and secondary) vulnerabilities. By prioritising children and young people's experiences, their understanding of their environments, and their suggestions on how we can prevent violence and abuse, we open the opportunity to create meaningful partnerships. As the social norms around violence globally continue to victimise children and young people, new approaches are needed. Engaging children and young people as active participants in their own protection, while still ensuring their protection and safeguarding is an important step in changing the current reality for millions of children and young people around the world.

Type of Activity:

The IICRD panel will present two examples of participation as prevention where IICRD partnered with children and community organisations to strengthen children and young people's wellbeing. The first being Prevention from Discrimination, Racism and Violence: Children on the Move in Egypt and Iraq ([YouCreate](#), in partnership with Terre des hommes): in this participatory action research project, young people participated in identifying racism and discrimination including violence and threats, and then co-developed initiatives to address the root causes of racism in their host communities. The second example is Prevention from Violence and Abuse for Young Climate Activists ([Phoenix Consultation and Network](#), with Children's Environmental Rights Initiative and the David Suzuki Foundation): young climate activities reimagined what a safe climate movement would look like, creating an intergenerational and cross-sectoral network to promote intersectional justice work, and build conditions of safety and radical self-care.

Challenges/Lessons Learned:

- Girls and young women faced multiple stressors, including responsibilities in the home and less freedom of movement, at times presenting difficulties to participate in programmes
- The challenge that appears to be most prominent is the complexity of maintaining a large, disparate network of young people, elders, and adult allies across multiple interests, sectors, disciplines, vocations, and countries

UNICEF's Acceleration of Prevention from Sexual Exploitation and Abuse (PSEA) Through Programming

Author: Katherine Wepplo

Organisation: UNICEF

Level of Prevention: Primary and Secondary Prevention

Key Words: child safeguarding, gender-based violence, sexual abuse, and exploitation

Background:

Children are disproportionately at risk of sexual abuse and exploitation (SEA) by aid workers in humanitarian settings. With the global COVID-19 pandemic and global vaccine roll-out, and a record number of people in need of humanitarian assistance, the strengthening of prevention and responses to SEA is an urgent priority. The proposed presentation will review the experience from UNICEF's PSEA acceleration through programming, that includes an overview of the results achieved to date and reflect on lessons for programming that will support strengthened prevention of SEA.

Type of Activity:

Since 2018, UNICEF has prioritised the acceleration of PSEA, with a priority focus on scaling up safe and accessible reporting channels for SEA as part of a holistic approach that links to survivor-centred assistance and child-sensitive accountability processes. Approaches include strengthening access to safe and accessible channels for reporting of SEA, conducting risk assessments and helping communities to identify red flags and SEA risks for further management by UNICEF and humanitarian actors, and disseminating SEA rights-based messaging to build confidence in raising alerts and reporting allegations.

Challenges/Lessons Learned:

- Though the evidence for SEA prevention and response is still developing and more research is needed, the problem of SEA is too large and has many urgent consequences and there is a need to learn from the existing efforts that are undertaken on prevention of SEA
- To address PSEA effectively there is a need to strengthen and increase access to child-friendly, safe, and accessible reporting mechanisms that are informed by risk assessments and consultations with affected communities, including children themselves

Preventing Harm Through Adolescent's Engagement

Author: Dilip Raj Giri

Organisation: World Vision International

Level of Prevention: Primary Prevention

Key Words: adolescents, violence against children, child labour, gender-based violence, mental health psychosocial support, community-led activities

Background:

WVIN has experienced the increase in child marriage, child labour, and violence against children during COVID-19, earthquakes, and floods in Nepal. The Rupantaran (Transformation) curriculum is designed by the Nepalese Government for the holistic development of adolescents in Nepal. It includes life, educational, and financial skills which can be used by adolescents to grab any opportunities coming into their lives. World Vision International Nepal (WVIN) included protective skills (physical, social psychological) along with the safe use of digital space and their engagement sessions within the curriculum as we implement it.

Type of Activity:

Weekly sessions are conducted, focusing on these different life and protective skills: 1. knowing self, 2. knowing the community and environment, 3. disaster risk in the communities and children, 4. saving and expenditure, 5. entrepreneurship development, 6. Identifying CP and GBV issues and service mechanism, 7. skills on support seeking behaviours, 8. positive parenting, 9. self-defence skills, 10. children's meaningful participation, 11. adolescent led activities in the community, and 12. curriculum for the emergency setting. The strengthening of knowledge, skills, and capacity of the adolescents is done through the curriculum to sensitise them on issues, use them as peer supports, and mobilise them in the community as agents of change.

Challenges/Lessons Learned:

- Though the programme intended to include the most vulnerable, such as adolescents with disabilities, adolescents working in labour and out of schools, etc. it is difficult most of the time as the programme lacks additional support mechanism
- COVID has been challenging as it is mostly implemented in the rural areas where virtual communication is difficult most of the time
- Lack of resources to reach a greater number of children in the community, specifically the most vulnerable
- Capacity of peer educators is key here and they need to be provided with the skills that are required, followed by reviews

Thematic Session 5 a: Strengthening Caregiving Environments (2)

How Structure Household Coaching Activity Contributes to Prevention and Reduction of Harm in Humanitarian Settings: A Case Study of AVSI Graduating to Resilience Coaching

Author: Catherine Nafula and Innocent Cwinyai

Organisation: AVSI

Level of Prevention: Primary Prevention

Key Words: child development, parenting, caregiver training, nutrition, cash transfer, resilience

Background:

Uganda is home to over 1.3 million refugees, who may experience limited community support, exclusion from social and health care support systems, stigma, and poverty that reduces access to basic education and healthcare services. All these factors may have harmful effects on the development and growth of children. Responding to the plight of refugees, AVSI's Graduating to Resilience Activity (seven-year USAID/Bureau of Humanitarian Assistance funded Activity) is designed to reach 13,200 refugee and Ugandan households in Kamwenge district, with the goal of graduating them from conditions of food insecurity and fragile livelihoods to self-reliance and resilience.

Type of Activity:

AVSI Foundation, through participatory community approaches, identified 6,600 extremely poor households from the refugee and host community population. 206 social workers (coaches) were recruited and trained to provide regular (weekly) behavioural change messages through coaching, with a goal of reducing harm to children with protection concerns. To reach our goal, the activity intervenes in the household through coaching, referrals and linkages, consumption smoothing, asset transfer, saving groups, farmer field business schools, business coaching, private sector linkages, and nutrition services. Both individual and group coaching provides a platform where pertinent issues concerning children's wellbeing can be discussed and resolved. All these efforts resulting from coaching messages have significantly reduced and prevented harm of children in the Rwamwanja Refugee settlement.

Challenges/Lessons Learned:

- Men's involvement has continued to be a challenge due to cultural dynamics, limiting their participation in child protection interventions like coaching
- Transport costs for those attending group coaching force some of them to drop out, hence a gap in attaining key messages on promoting child protection
- Relocation of Participants to other locations affects consistent follow up

Holistic and Targeted Family Strengthening Interventions to Prevent Child Abuse: Results from Tushinde Children's Trust

Author: Maureen Karanja

Organisation: Tushinde Children's Trust

Level of Prevention: Secondary Prevention

Key Words: education, cash transfer, mental health psychosocial support, caregiver training

Background:

The Tushinde Family Support Programme provides holistic and targeted interventions at the child and family level to mitigate child protection risks at the secondary and tertiary levels. The interventions include school enrolment, cash transfers, vocational and business training, enrolment in a national health insurance scheme, and psychosocial support. Tushinde enrolls vulnerable families in two informal settlements (Mathare and Kiambiu) in Nairobi, Kenya, and supports them until they stabilise and are able to be independent. There are currently 78 families enrolled from Mathare (with 296 children), and 62 from Kiambiu (with 257 children). A total of 140 families with 553 children have been supported.

Type of Activity:

Tushinde offers multiple interventions that target caregivers and children. Caregiver interventions include enrolment in the National Hospital Insurance Fund (NHIF); cash transfers for basic necessities; emergency support (e.g., food); day-care; vocational training and certification; business training; life skills training; and psychosocial support from qualified social workers, a mental health counsellor, and community health workers. Child-centred interventions include holiday camps, teen mentorship, school enrolment and monitoring, vocational training, mental health counselling, and emergency support.

Challenges/Lessons Learned:

- COVID restrictions presented significant challenges for our beneficiaries, resulting in fewer opportunities for casual labour and disruptions to micro-businesses
- Tushinde needs to be more child-centred by engaging directly with children and doing child assessments
- There is also a need to develop partnerships and referral agreements with programmes and services with capacity to support children and youth

Prevention Child Recruitment Through Parenting: A Socio-Cognitive Approaches

Author: Alexander Blackwell, Fabienne Zombassa Dissoko, and Mashagiro Bavugatubusa

Organisation: IRC

Level of Prevention: Primary Prevention

Key Words: parenting, social cognitive theory, behaviour change, mental health psychosocial support

Background:

The number of children associated with armed forces and armed groups (CAAFAG) is estimated to be much higher than the verified cases of grave violations reported by the OSRSG-CAAC. While forced recruitment through abduction and coercion persists, emerging evidence illustrates that adolescents and older children living in a variety of geographic and conflict contexts are exercising a level of agency in their decision to join armed groups, even while living with their families. Recent studies have demonstrated how family cohesion and positive parent-child relationships could be a source of resilience and possible deterrent for recruitment while an emotionally supportive family environment can curtail retention in armed groups and influence reintegration. However, few, if any, parenting programmes have focused specifically on the issue of recruitment into armed groups. In response to this gap, the International Rescue Committee (IRC) initiated research with adolescents and caregivers to gain greater understanding on how to reduce protection risks as well as barriers and facilitators for reintegration, from a social cognitive approach.

Type of Activity:

The interviews were conducted with adolescents and caregivers in conflict-affected communities in DRC and CAR. Adolescent boy and girl participants were either formerly associated with armed groups or at risk of being engaged based on socio-economic criteria, and male and female caregivers had a child in their household who were formerly associated with armed groups. Using the findings from the formative research as a framework, the IRC developed and piloted a parenting intervention specifically aimed at supporting caregivers to prevent child recruitment and support reintegration.

Challenges/Lessons Learned:

- Conducting research and programmes during the COVID-19 pandemic in acute conflict settings raised important questions around the adaptability of the intervention to situations of acute conflict
- The difficulty of developing a global intervention resource package for an approach that must be highly contextualised to the community in which it will be implemented was a challenge that had to be considered throughout the development of the intervention curriculum

Thematic Session 5 b: Prevention Through Multisector Integration (2): Food Security and Education

Child Protection Risk Mitigation in Food Security Programming – Programmatic Experience from Dzaleka Camp, Malawi

Author: Tiwonge Kamfose and Yang Fu

Organisation: Plan International

Level of Prevention: Primary Prevention

Key Words: programming, emergency settings, food security, multisectoral

Background:

Plan International Malawi has been working in Dzaleka refugee Camp in Malawi since January 2014, where 51,000 refugees are currently residing. Approximately 50% of the refugee population are girls and boys under 18 years, including Unaccompanied and Separated Children (UASC), and children living with disabilities. The lack of access to livelihoods has resulted in high dependency on food distributions, which in turn has a direct impact on child protection and SGBV risks amongst the camp population, especially for the most vulnerable adolescent girls and UASC. Plan is a key implementing partner of both UNHCR and WFP in Dzaleka. Plan was first mandated to respond to Child Protection and SGBV issues in the camp, and its response was scaled up to include food distributions in January 2017.

Type of Activity:

A key activity was a multi-stakeholder Joint Assessment Mission (JAM), conducted in both Dzaleka and Luwani Refugee camps in December 2016, comprising of WFP, UNHCR, the Government of Malawi, Jesuit Refugee Service, Famine Early Warning Systems Network (FEWSNET), and Plan International. The overall objective of the JAM was to assess the food security and nutrition situation amongst the refugees in Dzaleka and Luwani camps and come up with specific recommendations for the new project cycle, with defined needs and the resources required to satisfy them. The JAM included a specific analysis of protection concerns associated with promoting food security and nutrition. Findings from the JAM subsequently led to specific child protection risk mitigation measures embedded into programme activities, such as joint identification of vulnerable groups between CPiE and food security staff, training of all distribution staff on child safeguarding, child protection monitoring at distribution sites, and referral letters for caregivers to attend distributions on behalf of UASC.

Challenges/Lessons Learned:

- Areas for further investment include strengthening the evidence base on the linkages between food security and child protection outcomes, developing robust measurement frameworks to assess overall impact, and the need to develop and roll-out specific programme tools for food security actors to integrate CPHA throughout the programme cycle
- Food assistance for assets (FFA) and school feeding is also needed

Preventing Harm and Abuse Against Children Through Child Protection Integration in Education: Lessons Learnt and Evidence from Lebanon

Author: Grace Kharrat

Organisation: War Child Holland

Level of Prevention: Primary Prevention

Key Words: research, programming, multisectoral, education, child labour

Background:

The prolonged economic depression is just one of the mutually reinforcing crises in Lebanon, which is reeling from the impact of the COVID-19 pandemic and the aftermath of the massive Beirut Port explosions as well as persistent political instability. Children across Lebanon are the worst hit. BTF is a 32-month project, part of a 5-year overall action funded by EUTF Madad, that aims at increasing the access of vulnerable girls and boys in marginalised communities in Lebanon to an integrated quality basic education and protection services. The BTF programme is implemented by a consortium including War Child Holland, TDH Italy, and AVSI. The consortium is undertaking evidence-based research to define impact of integration of child protection in education and its effectiveness as a primary prevention approach to child protection risks.

Type of Activity:

Activities conducted to prevent harm have been designed to strengthen protective factors around the child using a socio-ecological model approach to prevention. These include CP/PSS/Edu activities conducted with children and caregivers (life skills, retention activities and homework support, referral to formal/non-formal education, referral to CP services and other specialised services particularly for children with disabilities, parenting skills sessions, awareness raising for caregivers and their engagement in the education of their children, and PSS/CP sessions for children). These also include capacity building activities for education staff working with the Lebanese MEHE and local organisations on CP including safe identification and referral, child development, positive teaching techniques; and awareness-raising activities with communities on CP to encourage social behavioural change. IM system has been established in the MEHE to strengthen data collection and analysis on EDU and CP risks faced by children in Lebanon.

Challenges/Lessons Learned:

- Political instability, clashes, Beirut blast and overall deterioration of the financial situation in Lebanon has increased poverty and will likely becoming more challenging in addressing negative coping strategies like child labour or child marriage
- Community engagement during COVID 19 was limited as access to community members has been disrupted

Les espaces Amis des bébés, une approche multisectorielle de prévention en protection de l'enfant

L'auteur : Cécile Bizouerne and Laura Melchiade

Organisation : ACF

Niveau de prévention : Prévention primaire

Mots clés : recherche, santé maternelle et infantile, santé mentale, nutrition

Fond :

Les interventions Espaces Amis des bébés permettent aux femmes enceintes, aux très jeunes enfants et aux personnes qui les prennent en charge d'avoir un espace de protection, de sécurité et d'intimité dans les situations d'urgence. Cet espace permet à la fois de répondre à certains besoins fondamentaux des jeunes enfants et de leurs parents (information, référencement, jeux, bains, etc.) et d'avoir un espace de paroles et de soutien. Cela permet notamment de limiter les risques de négligence, de maltraitance et d'abus. Les programmes de ce type sont mis en place à ACF depuis une quinzaine d'années dans des contextes différents et ont fait l'objet de différentes recherches.

Type d'activité :

Soutien à la parentalité, référencement vers d'autres services, identification des cas à risques, prise en charge en santé mentale des enfants et des parents, soutien à l'allaitement et à la nutrition, identification des enfants à risque de malnutrition, référencement des consultations pré et post-natales, etc.

Défis/Leçons apprises :

- La nécessité d'adapter les programmes de ce type aux contextes culturels
- La pluridisciplinarité est un atout pour ce type de programmes mais constitue aussi une difficulté quant à la mise en place
- Le travail avec la toute petite enfance requiert des expertises spécifiques qui sont peu disponibles sur les terrains d'interventions
- La complexité de mesurer l'impact de la prévention primaire