



PROTECTION AND ASSISTANCE TO CHILD MIGRANTS IN EUROPE

A FACILITATOR'S TRAINING GUIDE

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Protection and assistance to child migrants in Europe

A toolkit for practitioners and frontliners
to address the impact of the migration journey

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In consultation with Red Cross and Red Crescent colleagues who attended the workshop and training organised in Budapest from:

Armenian Red Cross

Belarus Red Cross

British Red Cross

Danish Red Cross

Finnish Red Cross

French Red Cross

Georgia Red Cross

German Red Cross

Icelandic Red Cross

Luxembourg Red Cross

Norwegian Red Cross

Romanian Red Cross

Slovenia Red Cross

Spanish Red Cross

Swedish Red Cross

Turkish Red Crescent

Ukrainian Red Cross

IFRC would like to extend sincere thanks to the many individuals and National Societies who shared their time, expertise, and resources during the design and production of this toolkit. The authors are also grateful to IFRC colleagues who engaged with the authors from the very beginning to support the design and the development of the toolkit, ICRC for attending the training in Budapest, and the IFRC Americas region for kindly piloting the training in their region.

We would also like to thank the British Red Cross for its generous financial support for the drafting, piloting, and revision process.

Suggested Citation: IFRC, *Protection and assistance to child migrants in Europe. A training package for practitioners and frontliners to address the impact of the migration journey*, 2021.



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INTRODUCTION

The International Federation of Red Cross and Red Crescent Societies (IFRC) is the world's largest volunteer-based humanitarian network. With our 192-member National Red Cross and Red Crescent Societies worldwide, we are in nearly every community reaching 160.7 million people annually through long-term services and development programmes, as well as 110 million people through disaster response and early recovery programmes. The IFRC's global presence, auxiliary role, and focus on the most vulnerable means it is uniquely placed to prevent and alleviate suffering through humanitarian action; to help uphold the rights and dignity of all migrants; and to assist migrants in integrating into host societies.

In the migration journey, children are one of the most vulnerable and at risk of violence.¹ The increase of migration movements at global level represents one of the most significant humanitarian challenges of the 21st century, requiring IFRC and National Societies to expand their needs-based responses and to adopt a broader range of activities in support of migrants, in particular child migrants.

“At any moment, tens of thousands of migrant girls and boys are alone and unsafe. Whether they are crossing seas or deserts, holed up in displacement camps, navigating urban slums, caught up in trafficking rings or struggling to find sanctuary and opportunity in new communities, what happens to them on their journey will shape their future and ours for decades to come. Sexual abuse, violence and exploitation disproportionately affect children. Few children are as vulnerable as those who are unaccompanied or separated from their families. [...]

Protecting these children is the responsibility of all of us and yet our collective response is chronically inadequate. This is especially true in fragile, hard-to-access, dangerous places, where it is often impossible for desperate children migrating alone to find safety or to access the prevention and response services they need, if they are available at all.”²

— Francesco Rocca President
International Federation of Red Cross and Red Crescent Societies

Guided by the principle that children should always be treated first and foremost as children, IFRC promotes the best interests of the child as central in all interventions and decisions affecting them. In the context of migration, IFRC and National Societies assist children to minimise protection risk, address challenges and needs, and to keep them as safe as possible during the different paths of their migration journey, while simultaneously aiming to finding sustainable solutions which safeguard their rights.

This training toolkit adapts the Child Protection in Emergencies³ training and uses the child protection minimum standards (CPMS) developed by the Alliance for Child Protection in Humanitarian Action⁴ to which the IFRC belongs. It addresses the urgent need to assist any child needing protection and support, regardless of their immigration status, nationality, or background, always treating them as children first and foremost.

¹ IFRC, IFRC Global Strategy on Migration 2018 – 2022. Reducing Vulnerability, Enhancing Resilience, Geneva, 2017, https://media.ifrc.org/ifrc/wp-content/uploads/sites/5/2017/12/IFRC_StrategyOnMigration_EN_20171222.pdf, (accessed 27 February 2021).

² IFRC, Alone and Unsafe, Geneva, 2018, <https://media.ifrc.org/ifrc/wp-content/uploads/sites/5/2018/11/181126-AloneUnsafe-Report-EN-web.pdf>, (accessed 27 February 2021).

³ IFRC, Child Protection in disasters and emergencies. Child Protection in Disasters and Emergencies. Geneva, 2019, <https://media.ifrc.org/ifrc/messages-disaster-prevention/child-protection-messages/>, (accessed 25 January 2021).

⁴ The Alliance, Minimum Standards for Child Protection in Humanitarian Action, 2019, <https://handbook.spherestandards.org/en/cpms/#ch001>, (accessed 27 February 2021).



Children in migration are constantly confronted with numerous stressors in their daily lives, causing psychological distress fuelled by exposure to loss, grief, and severe violence. The migration journey exposes them to diverse forms of violence, physical and sexual assault, dangerous sea-crossings, lack of safety, isolation, hardships, and undignified living conditions. In post-migration settings, adverse and stressful circumstances continue, and child migrants must cope with isolation, discrimination, uncertainty, economic strain, language and cultural barriers, and human rights abuses. The prolonged occurrence of these environmental stressors represents a severe threat that gradually affects their well-being and increases their vulnerability to protection risks and mental health disorders.⁵

The content and design of the toolkit was informed by a comprehensive and consultative process that was centred around field experience and lessons learned in working with child migrants. By taking experiences, challenges, and insights from the work of the National Societies, the toolkit aims to explain the importance of protection and safeguarding to lead to higher quality interventions for children in need in migration contexts.

After consultations and the toolkit development workshop, a pilot training was held in Budapest in October 2019, where participants from different National Societies were engaged in testing and providing feedback on the final version of the tool, while strengthening their knowledge and skills as practitioners. Although targeting Europe region, similar testing was also held in the Americas Region, where facilitators were asked to adapt the contents and the tool to a different context, and participants were asked to provide feedback and input on the draft contents and design. The overall training experience involved more than 60 participants representing different National Societies and it was essential to guarantee that learning, experience, and knowledge of practitioners was captured into the final tool design.

Consequently, the toolkit will help practitioners to better support and protect children in migration contexts, in the effort of preventing and mitigating risks and violence against children, as well as providing safe, timely, and quality responses.

5 Miller, K. E., & Rasmussen, A. 'The mental health of civilians displaced by armed conflict: an ecological model of refugee distress', *Epidemiology and psychiatric sciences*, vol. 26, no. 2, 2017, pp. 129-138, <https://doi.org/10.1017/S2045796016000172>. (accessed 18 February 2021).



ABBREVIATIONS

BIA	Best interests assessment
CFS	Child friendly space
CP	Child protection
CPiE	Child protection in emergencies
CPMS	Minimum Standards of Child Protection in Humanitarian Action
CRC	Convention on the Rights of the Child
DAPS	Dignity, access, participation, and safety
DRR	Disaster risk reduction
FGD	Focus group discussion
GPC	Global Protection Cluster
HR	Human rights
IASC	Inter-Agency Standing Committee
ICRC	International Committee of the Red Cross
IFRC	International Federation of Red Cross and Red Crescent Societies
IHL	International humanitarian law
IM	Information management
INGO	International non-governmental organisation
LGBTIQ	Lesbian, gay, bisexual, transgender, intersex and queer. Also includes a range of people whose identities or practices are not covered by those terms
MEAL	Monitoring, Evaluation, Accountability, and Learning
MHPSS	Mental health and psychosocial support
MOOC	Massive online open course
MSC	Minimum standard commitment
NGO	Non-governmental organisation
NS	National Society
PGI	Protection, gender, and inclusion
PMER	Planning, monitoring, evaluation, and reporting
PNS	Partner National Society
PPT	PowerPoint
PSEA	Prevention and response to sexual exploitation and abuse
PSS	Psychosocial support
RFL	Restoring family links
ROE	Regional Office of Europe
SGBV	Sexual and gender-based violence
SOP	Standard operating procedures
ToT	Training of trainers
UASC	Unaccompanied and separated children
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WASH	Water, sanitation, and hygiene



FOREWORD

Violence against children is a global concern. Children of all ages, gender, backgrounds, and identities are at risk of being harmed both physically and psychologically. During emergencies and crises, growing data shows that the risk of violence can highly increase. Likewise, in migration protection risks may also escalate. Prolonged exposure to violence, harm, and threats can critically impact children's lives, having long-lasting and devastating effects. In recent years we have witnessed a surge in migrants, many of whom are children who are desperately seeking safety away from conflicts, disasters, and violent environments. These children often travel for months in dangerous circumstances; they are incredibly vulnerable and are exposed to the risks of harm, violence, injury, family separation, abuse, neglect, family separation, recruitment into armed groups, and psychosocial distress.

National Societies in the Europe region have a long history and experience of responding to migration. Through their tireless efforts, they are highlighting the importance of protecting children from the very onset of an emergency, in order to keep them safe and achieve high quality protection interventions, where the best interest of the child is always at the centre.

As part of the humanitarian mandate, both IFRC and National Societies strive to protect and assist vulnerable children, including children on the move and others 'living at the margins of conventional health, social and legal systems,' irrespective of their legal standing, at all stages of their journey.

While witnessing the severity of the conditions that children are facing on their way to Europe, many National Societies have developed a range of interventions and responses to support these vulnerable children. The programmes are aimed to fulfil basic needs, guarantee access to services and humanitarian aid, adopt a child-centred approach in programming, and provide educational opportunities.

IFRC takes seriously its obligations to protect all the children it serves from violence, protracted crisis, and emergencies around the world. This includes internal obligations to ensure policies, procedures, and systems are in place to protect and safeguard not only all children that IFRC interacts with, but also all volunteers and staff.

Child migrants are facing unique challenges and it is our responsibility to protect them by being reflective and responsive to their needs. Although vulnerable they bring with them experiences, talent, energy, capacities, and ideas that we should guarantee are voiced and are being heard. Their future is our future, and it will be much better and brighter if we protect them, keep them safe, and give them a chance to succeed.

Birgitte Bischoff Ebbesen
IFRC Regional director



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OVERVIEW

Goal

The ultimate goal of the toolkit is to enable and support practitioners in migration contexts to provide safe, dignified, and high-quality services and care to affected children in need of protection and safeguarding.

Overall Objectives

- To introduce the concept of child protection and its principles
- To provide an overview of key protection and assistance issues for child migrants during their migration journey to Europe
- To outline sound programming principles and approaches to protect and assist children on the move
- To provide technical guidance to practitioners and managers and strengthen their work with child migrants
- To outline key mechanisms to safeguard child migrants and remain accountable toward the affected population.

General Overview

This toolkit is intended to help National Societies in the Region of Europe to improve their protection and safeguarding approaches toward child migrants. It has been estimated that approximately half of all people on the move are children. It is therefore vital to ensure that National Societies implement a child-centred approach and always prioritize the best interests of the child in their responses.

The overall aim of the toolkit is to raise awareness, enhance basic competences to guarantee a minimum set of standards and safeguarding mechanisms are in place to preserve physical and emotional health, dignity, well-being of children and their families, and avoid causing harm. Intended for practitioners, it builds on existing experiences, competencies, and knowledge of National Societies to better support and protect children in migration contexts through timely and quality interventions, in the effort of preventing and mitigating violence against children.

Its primary objective is to help practitioners approach their work appropriately, fully understanding why certain systems and processes need to be in place to keep children safe. It also aims to provide basic knowledge and guidance on how to include protection principles in programming, with a focus on safety, dignity, meaningful access, and participation, while also considering how to remain accountable toward the affected population and ensure no one is left behind or out.

The child protection minimum standards (CPMS) developed by the Alliance for Child Protection in Humanitarian Action is the basis for this toolkit. The toolkit looks at improving the foundations to better understand child protection and its risks, causes, and consequences in migration contexts, as well as the underpinning theoretical frameworks, like the child-centred approach.

It introduces practitioners to core concepts like protection, child protection, humanitarian principles and standards, and accountability mechanisms toward child migrants. Facilitators should note that Module 1 is designed as an introduction to basic concepts related to protection for those participants who have



not been trained on these core concepts before. Module 2 needs more time to be allocated and covers the child protection core principles and standards in programming. Module 3 provides core steps and mechanisms to practice and promote accountability, as a shared responsibility.

It must be noted that the toolkit does NOT address child protection issues in depth, and it will therefore be necessary to link this training to further learning opportunities to allow participants to fully explore and address specific child protection issues.

The toolkit comprises of three elements: the **Facilitator's training guide, Participant's resources package, and Facilitator's resources, handouts, and tools package**. This is the Facilitator's training guide.



Note

The training and toolkit focuses on children who are on the move, but it can be useful when working with vulnerable children in circumstances outside the migration context. National Societies should feel they can draw on the toolkit topics to protect, safeguard, and assist other vulnerable and marginalized children who need protection by adapting the activities to the specific context.

Recommended audience

The training is for use by practitioners, both staff and volunteers, who are primarily engaged in activities with migrating populations. It is intended to support National Societies involved in humanitarian activities and who need to adjust or expand their services to better address children's needs in migration settings in the Region of Europe.

The audience can be practitioners working in the field and engaging with child migrants in different contexts, including formal and informal camps, urban settings, receptive structures for migrants, transit zones, and relocation destinations. Practitioners are non-child protection specialists – those who work as frontliners in the field and do not have specific expertise around children's issues. These generalists nevertheless need to undertake sound actions and be engaged in activities that help safeguard children by reducing the risk of child protection issues among affected populations.

It is critical that management and leadership are also aware of and informed about standards and principles included in the toolkit as a reference for their decision-making processes. The core concepts presented in the toolkit can assist them to ensure resource allocation, accountability systems, and cross-sectoral coordination to support the work in the field in alignment with necessary standards and principles.

Those who join the training should realise that it will not make them experts in working with child migrants or in child protection. Child protection is a very wide and complex field, which requires different levels of expertise to address children's needs.



Note

If managers and supervisors have not previously been trained and/or are not familiar with child protection and safeguarding topics, Module 3 can be used to provide basic learning and knowledge. It is crucial to gain a common understanding on the importance of establishing standards and mechanisms aimed at safeguarding and protecting children as part of the accountability toward affected populations.



Facilitators

Ideally, facilitators should have previous experience in working and engaging with children. They should have knowledge of and experience with child protection, have completed the IFRC e-module on child protection, and experience facilitating training sessions and managing sensitive topic and discussions. It is recommended to have at least two facilitators for the training.

Facilitation requires specific skills, such as the ability to manage sensitive discussions, to use empathic communication, while remaining calm and patient, and, at the same time, to keep good energy among the participants. To this end, more facilitation guidance is included among the resources available in this toolkit.⁶

Before conducting the training, facilitators should get familiar with the toolkit, the modules, and the activities. As with any type of training, facilitators will need to consider adapting the current content of the training according to participant expectations and learning needs, as well as the context of operations. Accordingly, the first step will be to decide the agenda of the training and the session pathway, making sure that all relevant activities are selected to achieve the desired learning outcomes.

It is also recommended, being a multi-day training, to establish a facilitation order by dividing activities/sessions between facilitators, according to experience and interest, to make the training more dynamic and interactive.

Timing

The training is designed to last three days for practitioners and one day for managers. The sessions and activities may be adjusted and sequenced differently to meet participants needs and desired learning outcomes. Designed as independent units, modules can be used separately for shorter trainings or induction sessions.

As part of the resources provided in the toolkit, a sample agenda is included in the **Facilitator's resources, handouts, and tools package**. The agenda gives guidance on timeline, length of the sessions, details of the activities, and breaks. This might need to be adjusted according to extra activities to be included, like energizers after breaks, or pre-and post-evaluation assessments, and evaluation of the day, to make sure to not go over time.

Pre- and Post-Assessment of Participants and Evaluation of Training

The pre- and post-assessment is a common exercise used in learning activities to assess the improvement and the positive changes of the participants in terms of knowledge, attitudes, and awareness. It is important to have a form ready before starting the training to be able to assess participants prior to or at the beginning of the training and at its end. This assessment process will help facilitators observe changes and improvements, and determine the overall impact of the learning process. A sample of pre- and post-assessment exercises are included in the **Facilitator's resources, handouts, and tools package**. It was tested and used during the Regional Training held in Budapest in 2019, where participants were asked to answer some questions related to the topic and to the learning process. It is important to also administer an evaluation form to participants as part of the close-out of the training. This form aims to get the feedback of the participants and their thoughts on the overall roll-out, the contents, and the activities of the training, as well as the facilitators' performance. The **Facilitator's resources, handouts, and tools package** includes a sample evaluation form that can be used or adapted, according to the needs and the context.

⁶ See the **Facilitator's resources, handouts and tools package**.



Learning Outcomes

- Understand risk factors that make children vulnerable during the migration journey
- Develop knowledge and competences on best approaches to keep children safe and to respond to protection issues
- Develop knowledge of international frameworks and minimum standards and how to use them to better protect children
- Improve the quality of programming by adopting a child-centred approach
- Become aware of accountability mechanisms needed to avoid harm and remain accountable toward affected populations.

Competences Framework

The training is designed to begin developing basic competencies on child protection in migration contexts, focusing on increasing knowledge and skills, as well as on behavioural/personal competencies. While behavioural and personal competences are soft skills that includes interpersonal skills, technical competencies are linked to specific technical knowledge, awareness, and skills, like child protection.

What is a Competency?

A competency is a set of skills a person needs to effectively perform in their job, role, or situation. These skills can include technical knowledge and ability, interpersonal skills, and personal attitudes and values. A person can inherently possess some competencies or intentionally develop them.

— Adapted from: *The Alliance for Child Protection in Humanitarian Action (2019). Child Protection in Humanitarian Action Competency Framework: Testing Version.*⁷

While behavioural and technical competences can be developed and performed at different levels, this toolkit aims at developing the **basic level**.

Below is a list of key behavioural/personal and technical competences that identify some of the most common and important job-related attitudes participants are expected to acquire by the end of the training.

⁷ The Alliance for Child Protection in Humanitarian Action, 'Child Protection in Humanitarian Action Competency Framework: Testing Version', 2019, https://alliancecpha.org/en/system/tdf/library/attachments/2019_cpha_competency_framework_testing_version_lowres_4.pdf?file=1&type=node&id=33387#:~:text=The%20purpose%20of%20the%20Child,%2C%20indicators%2C%20and%20core%20values.&text=The%20inter%2Dagency%20CPHA%20competencies.protection%20staff%20in%20humanitarian%20contexts, (accessed 03 March 2021).



Personal Competencies

- Be flexible and open to challenges
- Be able to adapt and remain open to understanding different contexts
- Understand and accept cultural differences
- Develop critical thinking to help analyse and make appropriate decisions
- Be accountable and work according to Movement principles
- Negotiate, manage problems/conflicts
- Work and coordinate within a team or network
- Use empathic communication
- Manage distressing information
- Demonstrate a personal commitment to humanitarian principles
- Encourage others to adopt a personal commitment to humanitarian principles

Technical Competencies⁸

- Know the theoretical framework needed for working with child migrants
- Know how to use specific tools to design and work within child protection programming in migration contexts
- Challenge harmful or inappropriate activities, behaviours, and attitudes in others
- Demonstrate knowledge of relevant humanitarian standards, principles, mechanisms, and guidelines
- Apply appropriate humanitarian tools and processes at all stages of programming
- Be aware of mechanisms and processes which facilitate application of humanitarian principles
- Take actions to ensure internal and external coordination
- Demonstrate good understanding of key child protection principles, standards, and concepts
- Support and encourage appropriate and meaningful child participation in programming
- Demonstrate understanding of how to do safe and quality referrals
- Demonstrate good understanding of key PGI principles, standards, concepts, tools, and issues
- Know and follow child safeguarding and PSEA procedures
- Know how to prioritize the best interests of the child

⁸ Adapted from: The Alliance for Child Protection in Humanitarian Action, Child Protection in Humanitarian Action Competency Framework, 2019, op.cit.



Preparing for the Training

This toolkit includes all the necessary resources and tools to support facilitators in preparing for and rolling out the training. Facilitators should have copies of resources, handouts, and tools prepared before the start of the training to be distributed at the beginning or during the training, as specified in the list of resources, handouts, and tools included in each activity.

Stationery should also be purchased in advance. A sample stationery list is included in the **Facilitator's resources, handouts, and tools package**.

As this training touches on sensitive concepts, it is important to inform participants at the very beginning that the learning environment will be a safe space where confidentiality is maintained throughout the training. This may need to be reiterated throughout the training and it should be highlighted that, when giving examples, personal information and biodata should not be shared, so that identification is not possible.

Facilitators should also consider having different energizer activities ready to support the learning process, especially after lunches and breaks. At the end of the training, it is important to allocate time for a closing speech and group photos (with relevant consent).

Learning Approach

This toolkit is based on an adult learning approach and it aims to offer participants an opportunity to actively interact and reflect on new knowledge and information acquired. Consequently, training should promote active participation and offer the opportunity for participants to practice new concepts and learnings during the whole training. The toolkit is designed to facilitate this approach and to switch technique after each activity. Common techniques used are: plenary discussion, group work, case studies, quizzes, handouts, PPT, and gallery walk.

Elements of the Toolkit

The training offers an accountability framework for keeping children safe by addressing the needs of child migrants through safe, effective, and quality interventions and programs. The design of the overall training has been structured in modules and sessions that can be adapted and adjusted depending on the needs and priorities set for the participants. However, modules are also designed to build off each other and to create a comprehensive learning path that allows participants to consolidate basic concepts and standards. Although the toolkit materials are designed based on experiences from the field, it is recommended to adapt the sessions' activities to meet the different contexts in which National Societies work.

The toolkit includes:

- 1. Facilitator's training guide:** provides detailed instructions on modules, sessions, and activities to those who will be facilitating the training. It is intended as a tool to accompany facilitators in delivering the training and it is shaped to instil the necessary information to practitioners with little previous knowledge on child protection principles and standards.
- 2. Participant's resources package:** compiles all the resources and tools used during the training sessions. It also offers a list of resources that participants can later access and use in the field activities.
- 3. Facilitator's resources, handouts, and tools package:** compiles resources and tools needed for the planning and delivery of each session of the training.













Each module is divided into sessions that consist of a set of activities required to achieve the learning objectives highlighted at the beginning of each module.



Activities are fully described to guide facilitators in their preparation and roll-out. At the end of each module, an activity has been included to allow participants to consolidate the learning and self-assess what was gained throughout the module.

Icons

Icons are used throughout the toolkit to guide the facilitators. This is an overview of each module and activity:

Icon	Description	Icon	Description
	Resources, handouts, and tools		Note
	Learning objectives and aim of the module/session		Notes to the facilitator
	Learning outcomes		Overview
	Length of module/session/activity		Preparation
	Key messages		Procedures
	Material		Remote training tips

Online Modality

This toolkit is designed to be used for in person-training. In the time of the COVID-19 pandemic, due to social distancing, office closures, and travel restrictions, trainings might need to be delivered online and in a remote modality. Accordingly, each activity includes tips on how to run the training online to support the facilitators in adapting the material.

Different platforms exist online to host virtual events, like trainings and webinars. Attending a virtual training can be difficult, especially in terms of engagement, participation, and retention of information, and can present a new set of challenges. It is recommended that facilitators plan virtual/online training carefully and consider ways to promote active participation during the roll-out.



Outline of the Modules

The **Facilitator's training guide** includes three main modules. Each module has been structured to address challenges and to promote accountability while engaging with child migrants. The curriculum includes the following modules:

MODULE 1 **Principles and approaches to child protection in migration.** This module will introduce participants to the core principles and approaches that govern protection and assistance for child migrants.

M1. Session 0 **Introduction to training and setting the scene.** Welcomes and introduces participants to each other. Introduces rules and outlines the training program, including objectives and topics.

Activity 1.0.1: Opening and welcoming

Activity 1.0.2: Agenda, ground rules, and expectations

M1. Session 1 **What does protection mean?** The concept of protection and its principles. Overview of definition, principles, and Movement approach to protection. It includes basic principles and standards.

Activity 1.1.1 Tuning into the concept of protection (the red line)

Activity 1.1.2 Introducing the main protection elements

Activity 1.1.3 The protection principles and the DAPS

Activity 1.1.4 Levels of protection interventions

M1. Session 2 **What is child protection? Basic principles and approaches.** Overview of principles of child protection, and particularly protection of child migrants.

Activity 1.2.1 What does it mean to be a child?

Activity 1.2.2 The impact of the migration journey on children

Activity 1.2.3 Child protection frameworks

Activity 1.2.4 UN Convention and CRC principles

MODULE 2 **Developing a conducive environment for child protection interventions.** This module introduces participants to child safeguarding mechanisms necessary to establish a safe environment and safe programming for child migrants.

M2. Session 0 **Introduction and learning consolidation.** Introduce the new module, its learning objectives, and key topics. Consolidate the learning of Module 1 that helped to build the core knowledge necessary to understand Module 2 and continue building the framework.

Activity 2.0.1 Introduction to Module 2 and agenda of the day

Activity 2.0.2 Learning consolidation



M2. Session 1

The role of National Societies and accountability mechanisms. Introduce policies that set key standards and guidelines on child safeguarding. National Societies engaging with children have an ethical and legal responsibility to protect children and keep them safe.

Activity 2.1.1 IFRC position paper on Protection and Assistance for Children on the Move

Activity 2.1.2 The complementarity of child protection and the role of the National Society

Activity 2.1.3 Why are policies and procedures important?

Activity 2.1.4 Harmful practices

Activity 2.1.5 Child safeguarding policies and standards

Activity 2.1.6 Do's and Don'ts

Activity 2.1.7 Managing a disclosure

M2. Session 2

Child protection at organisational level. Elements of a child protection conducive environment. Explore duties and commitments within the National Society to include child protection measures and mechanisms within the organisational structures.

Activity 2.2.1 Matching child protection definitions: A refresher exercise

Activity 2.2.2 External and internal coordination

Activity 2.2.3 Referral mechanisms

Activity 2.2.4 Data protection

Activity 2.2.5 Data sharing on social media

Activity 2.2.6 Monitoring, Evaluation, Accountability, and Learning (MEAL) and the importance of data collection and reporting

Activity 2.2.7 Communications and advocacy

Activity 2.2.8 Self-care

Activity 2.2.9 Close-out

MODULE 3

Practicing accountability. This section provides an opportunity to sensitize management and leadership on child protection and safeguarding concepts. It introduces tools and recommended actions to take to support the work of the practitioners in the field and to strengthen accountability.

M3. Session 1

Introducing principles of accountable practice to influence institutional change. This session gives an overview of minimum requirements for accountable practice by raising awareness and influencing management and leadership to adopt safeguarding mechanisms and to promote safe programming with child migrants.

Activity 3.1.1 Presenting the main concepts of child protection to managers and leadership

Activity 3.1.2 Determine the key messages to guarantee accountability toward child migrants

Activity 3.1.3 The commitments for safe programming

Activity 3.1.4 The self-assessment tool and risk mapping net

Activity 3.1.5 Action plan (how to mitigate risks)

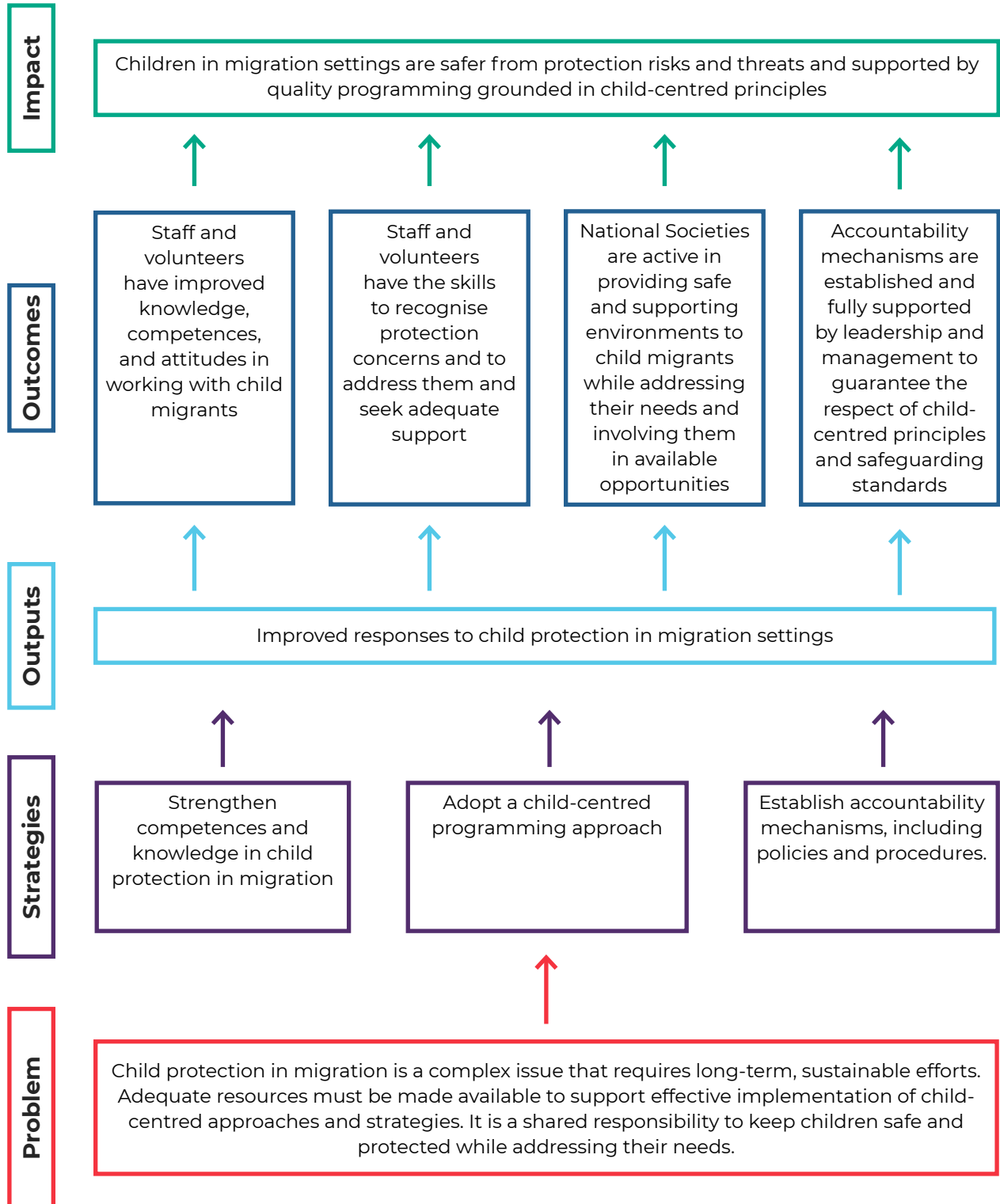
Activity 3.1.6 National Society feud!

Activity 3.1.7 The National Society: a child safe organisation



Theory of Change

This theory of change aims to support participants in envisioning all the interlinked elements related to and contributing to child protection. It reflects the necessary changes that need to occur to protect, assist, and safeguard child migrants at various levels. It is also important to note that this theory of change reflects the knowledge and the environment at the current time.





Glossary

Abuse⁹

A deliberate act with actual or potential negative effects upon a child's safety, well-being, dignity, and development. It is an act that takes place in the context of a relationship of responsibility, trust, or power.

Online abuse: Any type of abuse that occurs on the web, including in social networks, when playing online games, or using mobile phones.

Accessibility¹⁰

Entails the removal or mitigation of barriers to people's meaningful participation. These barriers and the measures needed will vary according to disability, age, illness, literacy level, status of language, legal and/or social status, etc.

Adolescents¹¹

Defined generally as a person 9–19 years. In the CPMS, the term refers specifically to persons aged 9–17 years old, given the focus on children as defined in the Convention on the Rights of the Child.

Adolescence can be broken down into the following sub-group: pre-adolescence (9–10), early adolescence (10–14), middle adolescence (15–17) and late adolescence (18–19).

Affected persons¹²

Refers to persons who look to or benefit from Red Cross and Red Crescent protection or assistance. This may include any person in the country or local community where we are operating.

Age disputed

A child whose declared age is not believed by the authorities. This often occurs because the child lacks documentary evidence about their birth. Children whose age is disputed may be treated as adults.

Barriers¹³

Barriers are defined as factors that prevent a child from having full and equal access to and participation in humanitarian assistance and protection. These can be environmental, including physical barriers (such as the presence of stairs and the absence of a ramp or an elevator) and communication barriers (such as only one format being used to provide information), attitudinal barriers (such as negative perceptions of children with disabilities), and institutional barriers (such as policies that can lead to discrimination against certain groups). Some barriers exist prior to the conflict or natural disaster; others may be created by the humanitarian response.

Best interests of the child¹⁴

The right of the child to have his or her best interests assessed and taken as a primary consideration in reaching a decision. It refers to the well-being of a child and is determined by a variety of individual circumstances (age, level of maturity, the presence or absence of parents, the child's environment, and experiences).

Case management¹⁵

An approach to address the needs of an individual child and their family in an appropriate, systematic, and timely manner, through direct support and/or referrals.

Child protection case management is rooted in the theoretical framework of social work. In social work, case management is defined as a method of providing services to a client whereby the service provider assesses the needs of the client and arranges, coordinates, monitors, and advocates for multiple services to be provided to the client to meet her/his needs. Child Protection Case Management include services in which the child's experiences, needs, rights, and best interests are at the centre of a case management relationship that serves as a space for healing and empowerment.

9 The Alliance for Child Protection in Humanitarian Action, Minimum Standards, 2019, op.cit.

10 Ibid.

11 Ibid.

12 IFRC, "Manual on prevention and response to sexual exploitation and abuse – Operationalizing practical actions to guide leadership, headquarters and field teams", Geneva, 2020, https://media.ifrc.org/ifrc/wp-content/uploads/sites/5/2020/11/PSEA_operational_manual_EnglishV3.pdf, (accessed 03 March 2021).

13 The Alliance for Child Protection in Humanitarian Action, Minimum Standards, 2019, op.cit.

14 Ibid.

15 Ibid.



Child

A child is defined as any person under the age of 18 years. This age defines adulthood as per the United Nations Convention on the Rights of the Child and applies to Movement work even if local laws and customs differ.

Child associated with armed groups or armed forces¹⁶

A child under the age of 18 who has been recruited by a state or non-state armed group and used as a fighter, cook, suicide bomber, human shield, messenger, spy, or for sexual purposes.

Child marriage¹⁷

Any formal marriage or informal union where one or both of the parties is under 18 years of age.

Child on the move¹⁸

Those children moving for a variety of reasons, voluntarily or involuntarily, within or between countries, with or without their parents or other primary caregivers, and whose movement, while it may open up opportunities, might also place them at risk (or at an increased risk) of economic or sexual exploitation, abuse, neglect, and violence.

Child participation¹⁹

The manifestation of the right of every child to express his or her view, to have that view given all due consideration, to influence decision-making, and to achieve change. It is the informed and willing involvement of all children, including the most marginalised and those of different ages, genders, and disabilities, in any matter concerning them.

Child protection²⁰

Child protection refers to the prevention of, and response to, abuse, neglect, exploitation, and violence against children.

Child safeguarding

Child safeguarding refers to the actions that a humanitarian agency takes in order to ensure all the children it serves, or comes into contact with, are safe from harm, including violence, abuse, and exploitation. Child safeguarding is everybody's responsibility including in emergencies. It is unacceptable for any Red Cross or Red Crescent volunteer, staff, consultant, contractor, or anyone representing the Red Cross or Red Crescent to harm a child, in-person or online.

Child trafficking²¹

A child victim of trafficking is a person younger than 18 years who has been subjected to an act of trafficking for the purpose of exploitation. The child is a victim even if he/she has not been subjected to any of the means – being threatened, coerced, abducted, etc.

Disability²²

Disability results from the interaction between persons with impairments and the attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others. Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments.

The Red Cross Red Crescent strategy on disability inclusion states that the Movement will 'ensure that all actions are non-discriminatory towards persons with disabilities, increase participation of persons with disabilities across the Movement, and promote disability inclusive practices throughout all of its work.'

Diversity

Diversity means the full range of different social backgrounds and identities that make up populations. It includes, but is not limited to, gender identity and expression, sexual orientation, age, disability, HIV status, socio-economic status, religion, faith, nationality, and ethnic origin (including minority and migrant groups).

16 UNHCR, Handbook for the Protection of Internally Displaced Persons, 2010, <https://www.unhcr.org/4794b3782.pdf>, (accessed 02 March 2021).

17 Girls not Brides, About Child Marriage, <https://www.girlsnotbrides.org/about-child-marriage/>, (accessed 22 December 2021).

18 Ibid.

19 Ibid.

20 IFRC, Protection and Assistance for Children on the Move, 2017, <https://media.ifrc.org/ifrc/wp-content/uploads/sites/5/2017/11/IFRC-Position-Paper-Children-on-the-Move-LR.pdf>, (accessed 10 December 2020).

21 Global Protection Cluster, An Introductory Guide to Anti-Trafficking Action in Internal Displacement Contexts, 2020, <https://www.refworld.org/pdfid/5fbc80b54.pdf>, (accessed 10 December 2020).

22 UN General Assembly, Convention on the Rights of Persons with Disabilities, 2006, <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>. Retrieved from: <https://media.ifrc.org/ifrc/wp-content/uploads/sites/5/2018/11/Minimum-standards-for-protection-gender-and-inclusion-in-emergencies-LR.pdf>, (accessed 10 December 2020).



Do no harm²³

The principle of do no harm compels humanitarian organisations to define and evaluate the potential of an intervention to cause harm, and proof of impact is a necessary component of that analysis.

Do no harm is about ensuring that humanitarian operations do not have any negative effects endangering affected persons, for example, as a result of unplanned or poorly planned services or as a result of systemic failure to safeguard.

Exploitation²⁴

When an individual in a position of power and/or trust takes or attempts to take advantage of a child for their own personal benefit, advantage, gratification, or profit. This personal benefit may take different forms: physical, sexual, financial, material, social, military, or political.

Exploitation may involve remuneration in cash or in kind (such as social status, political power, documentation, freedom of movement, or access to opportunities, goods or services) to the child or to a third person/s.

Gender²⁵

The social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys. It differs from sex which is defined most often at birth based on biological anatomy. Non-binary gender identity refers to any gender identity or expression which does not fit the male/female or boy/girl binary.

Although deeply rooted in every culture, these social differences are changeable over time and are different both within and between cultures. Gender determines the roles, power, and resources for females, males, and other identities in any culture.

Gender-based violence

Gender-based violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual, or mental

harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.

Gender equality²⁶

From an equality perspective, it is assumed that everyone will benefit from the same support. However, individuals may need different types of support and approaches in order to have equal access to assistance and joint decision-making that affects them. By adapting humanitarian work to everyone's needs and background, those affected are being treated equitably.

Grooming²⁷

The cultivation of an emotional connection with a child in order to gain their trust for the purposes of sexual abuse, sexual exploitation, or trafficking. It can take place online or face-to-face. Those who groom may include family members, friends, other people in a position of trust, or strangers. They may be of any age or profession, or be male or female.

Harmful practices²⁸

Traditional and non-traditional practices which inflict pain, cause physical or psychological harm and 'disfigurement' of children. In many societies, these practices are considered a social norm and defended by perpetrators and community members on the basis of tradition, religion, or superstition. Harmful practices perpetrated primarily against girls, like female genital mutilation and child marriage, are also forms of gender-based violence.

Inclusion

Inclusion in emergency programming focuses on using the analysis of how people are excluded to actively reduce that exclusion by creating an environment where differences are embraced and promoted as strengths. Providing inclusive services means giving equitable access to resources for all. In the longer term, inclusion also focuses on facilitating access to opportunities and rights for all by addressing, reducing and ending exclusion, stigma and discrimination.

23 ICRC, Do no harm: A taxonomy of the challenges of humanitarian experimentation, Geneva, 2017, https://international-review.icrc.org/sites/default/files/irrc_99_17.pdf, (accessed 10 December 2020).

24 The Alliance for Child Protection in Humanitarian Action, Minimum Standards, 2019, op.cit.

25 Adapted from: The Alliance for Child Protection in Humanitarian Action, Minimum Standards, 2019, op.cit.

26 IFRC, Minimum standards, 2018, op.cit.

27 Keeping Children Safe, Training for Child Protection, 2011, https://resourcecentre.savethechildren.net/node/8559/pdf/kcstool3_-_english.pdf, (accessed 06 March 2021).

28 The Alliance for Child Protection in Humanitarian Action, Minimum Standards, 2019, op.cit.



Informed assent²⁹

The expressed willingness to participate in services. Informed assent is sought from children who are by nature or law too young to give consent, but who are old enough to understand and agree to participate in services. When obtaining informed assent, practitioners must share, in a child-friendly manner, information about services and options available, potential risks and benefits, personal information to be collected and how it will be used, and confidentiality and its limits.

Informed consent³⁰

Voluntary agreement of an individual who has the capacity to take a decision, who understands what they are being asked to agree to, and who exercises free choice. When obtaining informed consent, practitioners must share, in a child-friendly manner, information about services and options available, potential risks and benefits, personal information to be collected and how it will be used, and confidentiality and its limits.

Maltreatment³¹

Any action, including the failure to act, that results in harm, potential for harm, or threat of harm to a child. Maltreatment is commonly used as an umbrella term for abuse and neglect.

The World Health Organisation (WHO) defines child maltreatment as “the abuse and neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”

In the context of the CPMS, it is expanded to cover harm inflicted by those unknown to the child.

Migrant³²

Migrants are persons who leave or flee their habitual residence and travel to new places, usually abroad, to seek opportunities or safer and better prospects. Migration can be voluntary or involuntary but is usually driven by a mix of choices and constraints.

The IFRC uses the term ‘migrant’ to refer to:

- Labour migrants.
- Stateless migrants.
- Migrants deemed irregular by public authorities.
- Migrants displaced inside their own countries.
- Refugees and asylum-seekers.

Migration³³

In engaging in the area of migration, National Red Cross and Red Crescent Societies have the purpose – individually and together with the International Federation and the ICRC – to address the humanitarian concerns of migrants in need throughout their journey to provide assistance and protection to them, uphold their rights and dignity, empower them in their search for opportunities and sustainable solutions, as well as promote social inclusion and interaction between migrants and host communities.

Neglect

The intentional or unintentional failure of a caregiver – individual, community, or institution (including the State) with clear responsibility by custom or law for the well-being of the child to:

- protect a child from actual or potential harm to the child’s safety, well-being, dignity, and development or
- to fulfil that child’s rights to survival, development, and well-being when they have the capacity, ability, and resources to do so.

Harm may be visible or invisible. An act may be categorised as neglectful whether or not the caregiver intends to harm the child.

29 Ibid.

30 Ibid.

31 Ibid.

32 IFRC, What is a migrant, <http://www.ifrc.org/en/what-we-do/migration/what-is-a-migrant/>, (accessed 15 December 2020)

33 IFRC, IFRC Global Strategy on Migration 2018 - 2022 Reducing Vulnerability, Enhancing Resilience, Geneva, 2017, https://media.ifrc.org/ifrc/wp-content/uploads/sites/5/2017/12/IFRC_StrategyOnMigration_EN_20171222.pdf, (accessed 15 December 2020).



Protection

Protection in humanitarian action is fundamentally about keeping people safe from harm. It aims to ensure the rights of individuals are respected and to preserve the safety, physical integrity, and dignity of those affected by natural disasters or other emergencies and armed conflict or other situations of violence.

The Inter-Agency Standing Committee's definition of protection is the most commonly accepted by humanitarian actors (including the Movement):

“all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e. human rights law, international humanitarian law and refugee law)”.

Protection in humanitarian action in the Movement has both internal and external aspects. Internally, it refers to ensuring that the actions of the Movement respect, and do not endanger, the dignity, safety, and rights of persons. Externally, it refers to action intended to ensure that authorities and other actors respect their obligations and the rights of individuals.

Referral³⁴

The process of directing a child or family to another service provider because the assistance required is beyond the expertise or scope of work of the current service provider.

Community members, professionals in contact with children (teachers, police, etc.) and other humanitarian actors can direct a child or their family to social services or child protection workers in cases of suspected or actual abuse, neglect, exploitation, or violence against children.

Caseworkers in a case management system also make referrals to formally request services from another agency (e.g. cash and voucher assistance, health care, etc.) through an established procedure and/or form.

Resilience³⁵

Children's ability to overcome the damaging effects of adversities, their adaptive capacity to find ways to realise their rights, good health, development, and well-being. More generally in humanitarian context, resilience refers to the ability of an individual, community, society, or country to anticipate, withstand and recover from adversity.

Risk³⁶

For child protection, risk refers to the likelihood that violations of and threats to children's rights will manifest and cause harm to children. Defining risk takes into account the type of violations and threats, as well as children's vulnerability and resilience.

Separated child³⁷

Separated children are children separated from both parents, or from their previous legal or customary primary caregiver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members.

Sexual and gender-based violence (SGBV)

The term “sexual and gender-based violence” (SGBV) reflects the terminology of 2015 Resolution 3 of the 32nd International Conference of the Red Cross and Red Crescent. SGBV as used here is a composite term based on the two following working definitions used within the Red Cross Red Crescent Movement, which overlap.

- *Sexual violence*: Acts of a sexual nature committed against any person by force, threat of force or coercion. It encompasses acts such as rape, sexual slavery, enforced prostitution, forced pregnancy or enforced sterilization; and
- *Gender-Based Violence* (see page 23)

34 Ibid.

35 The Alliance for Child Protection in Humanitarian Action, Minimum Standards, 2019, op.cit.

36 Ibid.

37 IFRC, Protection and Assistance for Children on the Move, 2017, op.cit.



Smuggling of migrants³⁸

The Smuggling of Migrants Protocol supplementing the United Nations Convention against Transnational Organised Crime defines the smuggling of migrants as the “procurement, in order to obtain, directly or indirectly, a financial or other material benefit, of the illegal entry of a person into a State Party of which the person is not a national or a permanent resident” (Article 3, Smuggling of Migrants Protocol).

Survivor/victim³⁹

Survivor/victim refers to a person who has experienced sexual exploitation or abuse. The terms ‘victim’ and ‘survivor’ can be used interchangeably. ‘Victim’ is a term often used in the legal and medical sectors. ‘Survivor’ is the term generally preferred in the psychological and social support sectors because it implies resiliency.

Trafficking in persons⁴⁰

Trafficking in Persons (TIP) is a serious crime, a grave violation of human rights and in many cases, a form of GBV. The Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children (commonly referred to as the Trafficking in Persons Protocol or the Palermo Protocol) provides the international legal definition of trafficking in persons: “the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude, or the removal of organs” (Article 3, paragraph (a)).

Unaccompanied child/minor⁴¹

Unaccompanied children are children who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so.

Vulnerability⁴²

The extent to which some people may be disproportionately affected by the disruption of their physical environment and social support mechanisms following disaster or conflict. Vulnerability is specific to each person and each situation.

For child protection, vulnerability refers to individual, family, community, and societal characteristics that reduce children’s ability to withstand adverse impact from violations of and threats to their rights.

Zero tolerance⁴³

Zero tolerance refers to zero tolerance of Red Cross and Red Crescent Movement staff and volunteers engaging in any form of sexual exploitation or abuse. In practice, this is a commitment to immediate operational response when a concern is raised and an obligation on any staff, volunteers, and associated personnel to report concerns as soon as they arise. It includes protection of, and non-retaliation towards, whistle-blowers or anyone else reporting concerns. Zero tolerance to sexual exploitation and abuse (SEA) includes a prohibition on transactional sex by aid personnel, regardless of local legislation.

38 UNODC, Migrant Smuggling, http://www.unodc.org/unodc/en/human-trafficking/smuggling-of-migrants.html#What_is_Migrant_Smuggling, (accessed 20 January 2021).

39 IFRC, Manual on Prevention and Response to Sexual Exploitation and Abuse, 2020, op.cit.

40 Global Protection Cluster, An Introductory Guide to Anti-Trafficking, 2020, op.cit.

41 IFRC, Protection and Assistance for Children on the Move, 2017, op.cit.

42 The Alliance for Child Protection in Humanitarian Action, Minimum Standards, 2019, op.cit.

43 IFRC, Manual on Prevention and Response to Sexual Exploitation and Abuse, 2020, op.cit.





MODULE 1

PRINCIPLES AND APPROACHES TO CHILD PROTECTION IN MIGRATION



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Description

This module will introduce participants to the core principles and approaches that govern protection and assistance for child migrants. The module will help participants to think about the protection principles and international frameworks as well as minimum standards for working with this population. It aims to keep the child at the centre to ensure that support provided will honour their agency and dignity. This module also seeks to ensure that support is provided in a safe and quality manner to prevent unintended harm and remain accountable toward the affected population.

Module 1 Outline

- Session 0** **Introduction to training and setting the scene**
Welcome and introduction of participants to each other. Introduction of rules and outline of the training program, including objectives and topics.
Activity 1.0.1 Opening and welcoming
Activity 1.0.2 Agenda, ground rules, and expectations
- Session 1** **What does protection mean?**
The concept of protection and its principles. Overview of definition, principles, and Movement approach to protection, including basic principles and standards.
Activity 1.1.1 Tuning into the concept of protection (the red line)
Activity 1.1.2 Introducing the main protection elements
Activity 1.1.3 The protection principles and the DAPS
Activity 1.1.4 Levels of protection interventions
- Session 2** **What is child protection? Basic principles and approaches**
Overview of principles of child protection, and particularly protection of child migrants.
Activity 1.2.1 What does it mean to be a child?
Activity 1.2.2 Impact of the migration journey on children
Activity 1.2.3 Protection frameworks
Activity 1.2.4 UN Convention and CRC principles

Module 1 Overview



Length of module

6.5 hours



Learning objectives

- Introduce and define core concepts of Protection, Gender, and Inclusion, including *do no harm* and Dignity, Access, Participation, and Safety (DAPS) principles.
 - Define the importance of Protection, Gender, and Inclusion (PGI) in migration contexts.
 - Explore the concept and principles of child protection with a specific focus on the Convention on the Rights of the Child, international mechanisms, and minimum standards.
 - Analyse the impact of the migration journey on children and the related protection issues.
-



Resources, tools, and handouts

- Resource 1: Facilitation tips
- Resource 2: Virtual training tips
- Resource 3: DAPS principles
- Resource 4: Protection in the Movement
- Resource 5: The level of protection intervention at IFRC
- Resource 6: Inter-Agency Standing Committee (IASC) and Global Protection Cluster (GPC) definitions of protection approaches
- Resource 7: United Nations Convention on the Right of the Child (CRC)
- Resource 8: Child Protection Minimum Standards in Humanitarian Settings (CPMS)
- Resource 9: CRC four principles summary
- Resource 10: Protection and Assistance for Children on the Move
- Resource 11: Background on international child protection mechanisms
- Resource 12: CRC principles summary
- Tool 1: Stationary list example
- Tool 2: Sample agendas
- Tool 3: Protection Mainstreaming Video (GPC) or the Centrality of Protection (GPC) links
- Tool 4: PPT slides
- Tool 5: 'The Box' video
- Tool 6: British Red Cross comic book 'Over, under, sideways down'
- Handout 1: Statements strips
- Handout 2: Child picture
- Handout 3: Levels of protection statements
- Handout 4: Child shape
- Handout 5: Case study
- Handout 6: Game strips



Materials

- Ball of red string or red tape
- Scissors
- Stationary material (pens, A4 paper, post-its)
- Flipcharts
- Markers
- Tape
- Chocolates (or any other item as replacement)
- Toys for participants' tables (see stationary list example in the Facilitator's resources, tools, and handouts package)

MODULE 1, SESSION 0

INTRODUCTION TO TRAINING AND SETTING THE SCENE

ACTIVITY 1.0.1 OPENING AND WELCOMING



20 minutes



- Introduce the training and address housekeeping issues.



- Make sure facility is set for the training.
- Affix premade flip chart with title 'Ground Rules' in view of group.
- Affix premade flip chart with title 'Expectations' in view of group.
- Affix premade flip chart with title 'Question Lot. Have a question? Park it here!' in view of group.
- Project or affix agenda of the day with sessions outline and time breaks.
- Ensure that enough copies of material needed for the day are available to participants.



- Copies of agenda or pre-made flipchart or PowerPoint



- Resource 1: Facilitation tips
- Resource 2: Virtual training tips
- Tool 1: Stationary list example



NOTES TO THE FACILITATOR

Start the workshop by greeting and welcoming participants. Introduce yourself, other facilitator/s and any other staff helping you during the training sessions. A representative from the hosting organisation (NS, IFRC or external donor or partner) should make a few remarks to open the workshop and welcome participants. Explain that this training is part of an IFRC/NS initiative to strengthen knowledge and competences to effectively and safely respond to child protection issues and needs in migration contexts. Further describe the overall aim of the toolkit to enhance the ability of staff and volunteers to respond to needs while mitigating protection risks.

Next, provide some information and instructions on the premises' security procedures, general venue facilities, and housekeeping guidelines that participants might need to know.

Conduct some type of introduction activity so that all participants are aware of who is in the room – names, National Societies, work sites, and general information about each other's work.

Below is a possible example of activity to be used as an introduction/setting the scene.

- 1 Ask each participant to briefly say their name and where they travelled from to come to the training, and one fun or interesting thing about the context in which they work.
- 2 After, ask participants to reach the centre of the room and to pick chocolates (or any other item), as many as they want, from a pot positioned in a place easily reached.
- 3 Once participants have picked their chocolates, explain that each chocolate represents something important about themselves.
- 4 Create a circle and ask randomly who wants to start and share something representing themselves for each of the chocolates collected. Emphasize that this is an opportunity to share something personal and professional to the others to start getting to know each other.

(activity should take max 10 minutes)



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ACTIVITY 1.0.2 AGENDA, GROUND RULES, AND EXPECTATIONS



20 minutes



- Learn about participants' expectations and introduce the outline of the training.



- Understand the expectations to reassure participants that the trainers will strive to meet them, and to clarify any misconceptions about the training.
- Set the ground rules for participation.



- Make available the outline of the training.
- Make available the agenda of day.



- Copies of agenda or pre-made flipchart or PowerPoint
- Markers, tape, post-its, and flip charts



- Tool 2: Sample agendas



NOTES TO THE FACILITATOR

Present the objectives of the training and review the agenda of the day. Outline the objectives of each day of the training and the main topics, covering the whole outline of the training.

The agenda can be shared among participants as a printout or projected on the screen as a PowerPoint. Next, ask participants to think about their expectations. Explain how the agenda can be rearranged as well as the daily plan for sessions as needed.

Ask participants to identify ground rules that will be used and followed during the training sessions. Write their contributions on a flipchart and add what is missing if necessary. Ensure that rules are clear to the whole group and gain their consent. The ground rules should remain visible for the full duration of the training and updated if necessary.

Next step will be to introduce the expectations and Question Lot activity, explaining that the Question Lot flipchart will be used to park suggestions, questions, or needs that participants have during the training. Suggestions can also be used to reshape the agenda for the following day.

Ask participants to share their expectations (max three per participant) and to write them on a post-it and stick it on the flip chart. In plenary, read the expectations and cluster them by topic, identifying those expectations that will need to be moved to the Question Lot.

At the end of the activity, make sure that the outline of the sessions is visible or available as printed copy in the participants' package. Use this opportunity to introduce the material included in the **Participant's resources package**; explain that this will be used during the whole training. A copy of the **Participant's resources package** should be included in the participants' package.



PROCEDURE

- 1 Ask participants to think about the main ground rules that they will be happy to have in place during the training. Ask in plenary to share their thoughts and rules.
- 2 Once the group has agreed on the ground rules, ask them to take 5 minutes to write down on post-its at least two expectations they have for the training. Each post-it should include only one expectation and be stuck on the flipchart. At the end, read the expectations in plenary and cluster them by topic. Explain whether the training will address them. The expectations that will not be addressed should be placed on the Question Lot flipchart to be addressed later if there is time.
- 3 Explain that the Question Lot is a 'space' where participants can share their needs, questions, and requests during the whole training. The trainer will check it at the end of each day, making sure to provide feedback as needed.
- 4 Immediately following the expectations session, introduce the outline of the training, including objectives and topics. Then present the agenda of the day, including timing for breaks.
- 5 Go through each objective, taking time to be sure participants understand the workshop's purposes, objectives, and intended outcomes. Facilitate a discussion to clarify any questions or concerns.
- 6 Inform participants about the handouts and training materials available on the table. Conduct a quick orientation so that participants are aware of the materials in their package.
- 7 Regarding logistics and housekeeping, inform participants of locations of restrooms, break area, lunch area, etc. In case of participants coming from other locations, inform them of policies and procedures on getting reimbursements, accommodation settings, transportation, etc. Introduce the staff/focal point who will be handling logistics to connect participants directly. It is important and recommended that the trainers do not address logistic requests directly in the training to remain more focused on the training delivery and contents.

▶ Ground rules examples

- Turn off mobile phones
- Respect time – start on time, end on time
- Be respectful of other participants and the facilitators
- Talk loud enough for all to hear
- Talk one at a time
- Maintain confidentiality



Note

Maintaining confidentiality is often an issue in child protection trainings. Participants may want to share sensitive information about their experiences with child migrants. Respect and confidentiality should be guaranteed, and a safe environment promoted.

MODULE 1, SESSION 1

WHAT DOES PROTECTION MEAN?

INTRODUCTION

This session will help to underline core protection elements and factors to be considered when supporting child migrants. The migration journey exposes children to diverse risks that can lead to protection issues. Knowing how to assess and address those risks is paramount to keeping children safe and reducing their vulnerabilities. Recognising the assets,⁴⁴ capabilities, and agency of the children is also a critical skill in working with this population, so their resilience can be built upon.

By understanding these concepts and principles around protection, practitioners will be better able to position themselves and identify the best interventions to address the *spectrum* of protection issues and to respond to them accordingly.

LEARNING OUTCOMES OF THE SESSION

- Introduce different aspects and define core concepts of Protection, Gender, and Inclusion, including the *do no harm* and DAPS principles
- Enhance knowledge among staff and volunteers on protection risks faced by children on the move.



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44 Assets can be personal, cognitive, economic, and human/health. More can be found at: Population Council, Building Girls' Protective Assets: A Collection of Tools for Program Design, 2016, <https://www.popcouncil.org/research/building-girls-protective-assets-a-collection-of-tools-for-program-design>, (accessed 4 March 2021).



OUTLINE



Length of session

3 hours



Key messages

- Protection: Protection is an enabler to access rights and promote well-being.
 - *Do no harm*: avoid causing adverse and unintended harmful effects while assisting affected population.
 - DAPS: Protection /DAPS key principles promote meaningful dignity, access, participation, and safety, in humanitarian contexts.
-



Session objectives

This session will:

- Highlight the importance and relevance of protection principles in humanitarian contexts, with a specific focus on migration settings.
 - Describe the four key elements of protection mainstreaming.
 - Highlight the requirements of each and apply them to the specific context.
 - Introduce IFRC protection terminology and DAPS principles.
-



Learning outcomes

After this session, participants will be able to:

- Describe what protection is and its principles in humanitarian responses and migration contexts.
 - Acknowledge its relevance and value to humanitarian operations and responses.
 - Identify good examples of protection mainstreaming in practice relevant to migration.
 - Demonstrate understanding of the four key elements of protection mainstreaming and the DAPS principles.
-



Resources, tools, and handouts

- Resource 3: DAPS principles
 - Resource 4: Protection in the Movement
 - Resource 5: The level of protection intervention at IFRC
 - Resource 6: IASC and GPC definitions of protection approaches
 - Tool 3: Protection Mainstreaming Video (GPC) or the Centrality of Protection (GPC)
 - Tool 4: PPT slides
 - Handout 1: Statements strips
 - Handout 2: Child picture
 - Handout 3: Levels of protection statements
-

ACTIVITY 1.1.1 TUNING INTO THE CONCEPT OF PROTECTION (THE RED LINE)



20–30 minutes



- Tune into protection.⁴⁵



- Start exploring the concept of protection and how it applies in practice.



- Prepare a list of statements tailored to the context and to participants' background and knowledge of the topic.
- Statements can be read aloud during the exercise and projected on a screen or printed on strips to be distributed to each participant. Each strip will contain one statement and each participant will receive one strip max.



- Strips of paper with the statements
- Red strip of ribbon or tape



- Handout 1: Statements strips



NOTES TO THE FACILITATOR

The aim of the activity is to share ideas and to gather thoughts on the statements as a quick and first reaction, not to open in-depth discussion or conversation. In this case, statements work better than open questions, helping participants to take clear positions and make the debates more engaging. It is important that the statements are not judgmental or provocative. A sample of statements is included in the 'Statement examples' box below.



PROCEDURE

- 1 Place a long strip of red tape or ribbon on the floor. Ask the participants to line up behind it. Make sure they have plenty of room to move around. (You may need to adjust the arrangements if some participants have impaired mobility. Make sure to have this set in advance.)

⁴⁵ Adapted from: IFRC; Seven Moves: Protection, Gender and Inclusion in emergencies training. Facilitator manual, 2018. <https://media.ifrc.org/ifrc/wp-content/uploads/sites/5/2019/02/7-moves-facilitator-training-manual-LR.pdf>, (accessed 10 December 2020).

- 2 Read out the statements and ask the participants to line up in relation to the red line. They should stand back from the line if they **DO NOT** agree with the statement and should step forward and pass the line if they agree with the statements, to indicate that the statement is acceptable.
- 3 Ask randomly if any of the participants would like to share their ideas and comments about any of the statements. Keep discussion short, max 2–3 minutes, only. Invite different people from both sides of the red line to share their thoughts.

Statements strips

1. Protection, gender, and inclusion must wait until other more pressing priorities are dealt with
2. PGI is not a priority in migration
3. Protection is the responsibility of experts only
4. If we do not hear about sexual and gender-based violence in migration, then it is probably not happening
5. In the migration journey, men and boys are safer than girls and women
6. Migrants' needs are always the same and do not change
7. In migration, older people do not represent a vulnerable group because they do not travel alone
8. Children are always travelling with adults and therefore not at risk
9. Children have skills and capacities to help them stay safe
10. Children are not only vulnerable but also resilient
11. The migration journey is the same for everyone
12. Services and activities should always be the same for boys and girls
13. Protection is an abstract concept and rarely applicable in field work
14. Protection is everyone's responsibility



Remote training tip

Use a platform that has a “white board” feature so that you can draw the red line virtually, and participants can add dots, emojis or comments remotely to indicate their positions.

ACTIVITY 1.1.2 INTRODUCING THE MAIN PROTECTION ELEMENTS



45 minutes



- Explore protection core concepts.



- Brainstorm key concepts and elements related to protection that need to be considered when working with child migrants.
- Explore the importance of protection in the context of migration.
- Introduce the impact of the migration journey on child well-being.
- Share case studies and concrete example from the field.



- Try to find a variety of pictures representing children in different situations and groups.
- Choose a photo representing a child migrant on the move according to the learning objective.
- Sample of pictures can be found in the **Facilitator's resources, handouts, and tools** package and the **Participant's resource package**.



- Copies of the picture to be distributed to participants.



- Handout 2: Child picture



NOTES TO THE FACILITATOR

Explain that the session will start with exploring why we are all here at this training, and why protection is important. Show the picture of the child migrant (previously selected) to open a discussion among participants on their ideas about protection. Examples of useful pictures for this activity can be found in **Facilitator's resources, handouts, and tools**. Ask participants in plenary to share their thoughts and to think about risks, challenges, and barriers that the child in the picture may face, as well as potential harmful issues. The purpose of this activity is to guide participants to explore the context of migration and how it impacts the safeguarding of children.



PROCEDURE

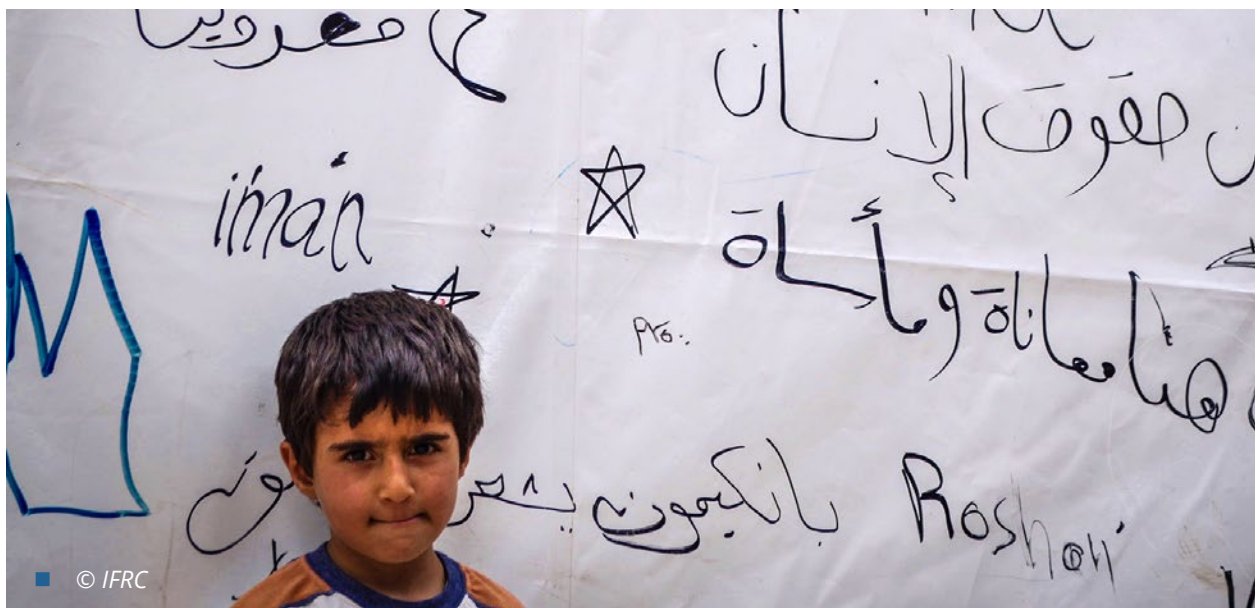
- 1 Show participants the picture selected to represent a child migrant. In plenary ask the following questions:
 - What is the picture about?
 - What is the environment/context the child is coming from?
 - Where is the child now? Is the context different?
 - What do you think are the risks the child could be facing?
 - What do you think are the needs of the child?
 - Who is responsible for his/her safety, well-being, and protection?
 - Do you think the child is able to access services and humanitarian assistance? If yes, how? If no, why not?
- 2 Facilitate the discussion and write down some of the initial thoughts and ideas shared by the participants on a flipchart.
- 3 While moving through the questions, facilitate the discussion around key concepts related to protection, using prompt questions to acknowledge the importance of understanding protection and its core principles.
- 4 At the end, explain that this is an example of child protection in a migration context.



Remote training tip

Try to document participants' comments on the same screen as the photo and the questions. You may want to allow them to use a chat function to add more comments.

Another option is to use the 'word cloud' for each question. Different platforms can be used for this activity, most of which are free access.



ACTIVITY 1.1.3 THE PROTECTION PRINCIPLES AND THE DAPS



45 minutes



- Introduce protection principles and key elements, such as the DAPS.



- Introduce, discuss, and define the core concepts of Protection, Gender, and Inclusion, which includes:
 - Protection
 - Gender and Diversity
 - Disability
 - Inclusion
- Explore ways of applying the principles in the migration context.



- Download the Global Protection Cluster video: Protection Mainstreaming. Available at: <https://www.globalprotectioncluster.org/themes/protection-mainstreaming/>; or download the Global Protection Cluster video: The Centrality of Protection. Available at: <https://www.globalprotectioncluster.org/tools-and-guidance/protection-cluster-coordination-toolbox/communication-package-on-protection/the-centrality-of-protection-what-it-means-in-practice/>
- Use the PPT included in the **Facilitator's resources, handouts, and tools** package and the **Participant's resource package** and adapt it according to the needs.



- Resource 3: DAPS principles
- Tool 3: Protection Mainstreaming Video (GPC) or the Centrality of Protection (GPC) links
- Tool 4: PPT slides



NOTES TO THE FACILITATOR

This activity emphasises the importance of having protection principles in place to achieve good humanitarian standards. By using *ad hoc* videos, participants will be guided through the key elements of protection mainstreaming and the DAPS principles. It is important to give time to participants to brainstorm about protection and to provide further explanation on what is presented in the short video. It is key to highlight that this is a shared responsibility, and everyone is accountable for protecting children and keeping them safe.

The guidance included in the resources provides comprehensive answers and information to participants in alignment to IFRC's approach and international standards.



PROCEDURE

- 1 Start the activity by playing the video: An Introduction to Protection Mainstreaming, Global Protection Cluster (2014); or the Centrality of Protection, Global Protection Cluster (2016).



Protection Mainstreaming



The Centrality of Protection

- 2 After showing the video, brainstorm and discuss with the participants in plenary by asking the following questions:
 - What are the key messages of the video?
 - What do you think about it?
 - Do you agree with everything shown in the video?
 - Based on your experience, what are the actions you think you can take to minimise adverse conditions of child migrants and better protect them?
- 3 Summarise key concepts by using the PPT slides and the DAPS principles handouts. Explain how principles of protection should be part of the day-to-day work and do not require the support of protection specialists. Make sure to clarify that this applies **ONLY** at this level of protection (mainstreaming) and it is the responsibility of all to incorporate these principles in interventions and programmes. Further, highlight how protection mainstreaming focuses on the process of how programmes are delivered and not specifically on what is delivered (the product). Instead, where a specialised protection intervention is required, **ONLY** specialised staff should be involved.
- 4 At the end of the PPT, ask participants in their group/table to identify and discuss examples of good practice for each element of the DAPS, focusing on a migration context. After, invite participants to share some of the examples in plenary. Use the examples to emphasise the importance of generic good humanitarian practice in protection.



Remote training tip

Use a platform that allows breakout rooms so participants can have smaller, more in-depth discussions before plenary. Consider including 4–8 participants per “room” to maximise engagement. Once done, make sure to have all groups back to plenary.

ACTIVITY 1.1.4 LEVELS OF PROTECTION INTERVENTIONS



60 minutes



- Become familiar with the IFRC's and Movement's key protection approach.



- Introduce the IFRC approach to protection by presenting the PGI components (protection, gender, and inclusion) and the level of interventions, as represented in the 'egg'.
- Practice the levels of protection by applying it in programming.



- Set IT system for the PPT presentation.
- Draw a large 'egg' on the floor of the meeting room or on flip chart paper.
- Print cards (lists of activities) for the 'Where in the egg?' exercise. (If this cannot be done, you can read the activities aloud.)



- Resource 4: Protection in the Movement
- Resource 5: The level of protection intervention at IFRC
- Resource 6: IASC and GPC definitions of protection approaches
- Tool 4: PPT slides
- Handout 3: Levels of protection statements



NOTES TO THE FACILITATOR

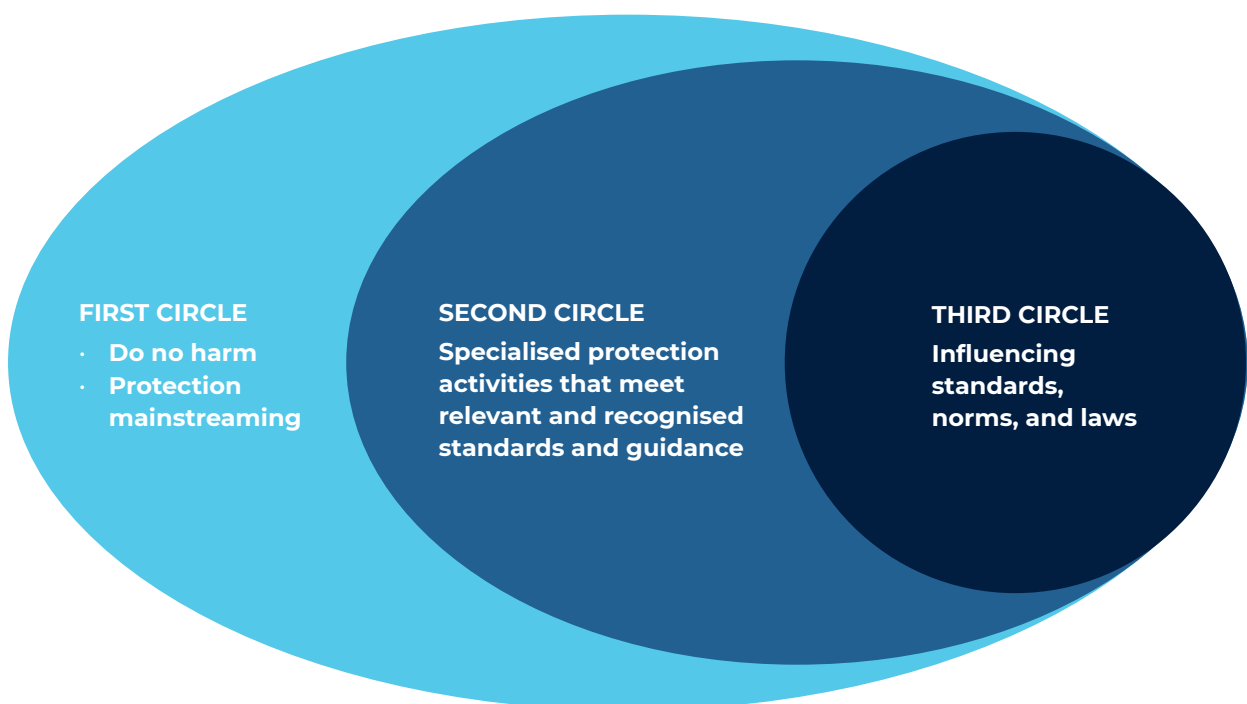
Explain that, to achieve complementarity, the Movement is discussing how it can best delineate protection areas so that different elements of the Movement can make their contributions efficiently. An Advisory Board that includes representatives of the ICRC, IFRC, and National Societies has been drafting guidance notes to help the wider Movement understand the roles of each actor.



PROCEDURE

- 1 Explain to the participants that this exercise is designed to clarify the difference between each circle and their relation to one another. There are no 'right' answers. Encourage the participants to discuss where different activities sit in the protection egg, and why.
- 2 Ask participants to move to the centre of the room around the big paper on the floor representing the egg. (Bear in mind any mobility issues.) The egg can be drawn by using several sheets of flip chart paper, for example. Explain what the egg represents and remind participants of the three levels represented in drawing:
 - **The first (and largest) circle** has two parts: (a) 'do no harm' and (b) protection mainstreaming. A half circle can be made for each part of the circle so that participants can stand on the relevant part of the first circle
 - **The second circle** includes specialised protection activities
 - **The third (smallest) circle** represents efforts to influence standards, norms, and law.
- 3 Give each participant a printed strip that includes a sample activity. Each participant should have (at least) one strip.
- 4 Ask each participant to read out the protection activity written on the strip and say where on the egg it should be placed.
- 5 Encourage a discussion of the answer. Elicit differing views. Remind everyone that there are no strictly correct answers and that an activity can involve more than one circle.

Levels of Protection



Levels of protection statements

Movement Activity	Where in the egg?
Developing a data protection system for services that support children	(1) Protection mainstreaming
Taking specific measures across sectors to ensure that the services provided support child protection	(1) Protection mainstreaming
Carrying out background checks of all staff and volunteers and putting in place a code of conduct and PSEA policy	(1) Protection mainstreaming
Making sure that the disclosure of a girl who reported an incident of sexual violence that happened to her during the migration journey is captured and is not neglected	(1) Protection mainstreaming
Ensuring that volunteers are equipped or trained to communicate with children in a child-friendly manner	(1) Protection mainstreaming
Assisting children with impairments and disabilities to access services in a refugee camp	(1) Protection mainstreaming
Referring potential victims in need of specialised services around human trafficking	(1) Protection mainstreaming
Training volunteers to recognise signs of child protection issues, like violence, trafficking, neglect, etc.	(1) Protection mainstreaming
Facilitating access to legal representation for a child who wants to use the Dublin Regulation for family reunion	(2) Specialized protection activities





Movement Activity	Where in the egg?
Assessing a case of sexual violence that happened to a girl during her migration journey	(2) Specialized protection activities
Family tracing	(2) Specialized protection activities
Setting up a support group for unaccompanied children	(2) Specialized protection activities
Visiting children in a detention facility	(2) Specialized protection activities
Providing psychosocial support for children crossing the border	(2) Specialized protection activities
Providing a child friendly space, with psychologists and social workers, in a refugee camp	(2) Specialized protection activities
Linking a child with an asylum claim to a legal advisor	(2) Specialized protection activities
Providing informal education in an internally displaced persons' (IDP) camp	(2) Specialized protection activities
Linking to coordination mechanisms to report and address protection concerns that are harmful to children	(3) Efforts to influence standards, norms, and law
Reporting protection trends and risks to competent authorities to promote more quality services for unaccompanied minors	(3) Efforts to influence standards norms, and law
Using documented evidence of trauma among children in immigration detention to develop an advocacy programme that aims to change national legislation	(3) Efforts to influence standards, norms, and law
Advocating for the establishment of shelters dedicated to unaccompanied minors	(3) Efforts to influence standards, norms, and law
Sharing key messages on protection issues that children are facing in migration with your NS communications department and IFRC	(3) Efforts to influence standards, norms, and law
Asking IFRC for support to promote child migrants' rights on the media	(3) Efforts to influence standards, norms, and law



Remote training tip:

Either use a platform with a whiteboard where the egg can be drawn in the background and participants are able to add dots in the level where they believe the activity fits, or use breakout rooms where participants can discuss where each activity may fit in the egg.



■ © Anette Selmer-Andresen / IFRC



MODULE 1, SESSION 2

WHAT IS CHILD PROTECTION? BASIC PRINCIPLES AND APPROACHES

INTRODUCTION

Underline that child migrants have many different characteristics and experiences. The characteristics and experiences we use to identify them often capture just a few aspects of the people they are, and do not define them. We need to remember that each migrant child has a personality and identity; we should never stereotype and generalize them as a homogenous group.

As important, migration affects a child's development and behaviour. Migrant children may need support to move beyond their migration experiences. This session will consider the strengths and vulnerabilities of migrant children. Children can be incredibly resilient, and when their strengths temper their vulnerabilities, risks can be minimised. National Societies can deliver programmes that help children to be more resilient and better manage the risks they face.

LEARNING OUTCOMES OF THE SESSION

- Understand what child protection is and why it is important
- Recognise that child protection issues may be perceived differently according to the context
- Understand the purpose of child protection principles and international frameworks
- Be aware of the importance of risks and vulnerabilities when working with child migrants.

OUTLINE



Length of session

3 hours



Key messages

- Child migrants do not represent a homogenous group, especially in migration settings. Exposed to diverse and complex stressors, challenges, and risk, they face increased protection risks like violence, abuse, neglect, and various forms of exploitation.
- The term 'children on the move' encompasses a wide group of children: those children moving for a variety of reasons, voluntarily or involuntarily, within or between countries, with or without their parents or other primary caregivers, and whose movement, while it may open up opportunities, might also place them at risk.⁴⁶
- When designing programmes, it is important to apply child protection principles to better identify risks and barriers that may prevent children from fully accessing their rights. Likewise, using a child-centred approach will support their meaningful participation and empowerment.



Session objectives

This session will:

- Describe child protection principles.
- Explore the context and its protection-related issues to understand children who are affected by them.
- Detail national and international legal frameworks that safeguard child migrants.
- Describe how National Societies ensure that children are protected.
- Recognise children's agency and support meaningful participation.

⁴⁶ IFRC, IFRC Position Paper, 2017, op.cit.



Learning outcomes

After this session, participants will be able to:

- Understand what child protection is and why it is important.
- Recognise that child protection issues may be perceived differently depending on the context.
- Understand the purpose of child protection principles and international frameworks.
- Acknowledge the importance of risks and vulnerabilities when working with child migrants.



Resources, tools, and handouts

- Resource 7: United Nations Convention on the Rights of the Child (CRC)
- Resource 8: Child Protection Minimum Standards in Humanitarian Settings (CPMS)
- Resource 9: CRC four principles summary
- Resource 10: Protection and Assistance for Children on the Move
- Resource 11: Background on international child protection mechanisms
- Resource 12: CRC principles summary
- Tool 5: 'The Box' video
- Tool 6: British Red Cross comic book 'Over, under, sideways down'
- Handout 4: Child shape
- Handout 5: Case study
- Handout 6: Game strips

ACTIVITY 1.2.1 WHAT DOES IT MEAN TO BE A CHILD?



45 minutes



- Examine what is meant by being a child and a child migrant.
- Identify 'risk factors' that can make child migrants more vulnerable.
- Identify the main 'protective factors' that can reduce the vulnerability of child migrants.



- Continue exploring the concept of protection and how it applies in practice to children.
- Explain why it is important to understand the risks that children may face in migration contexts and explore possibilities for appropriate responses.
- Highlight how everyone can contribute to the safety of the child migrants.



- Prepare the case study and distribute copies to participants.
- Distribute the list of child migrants' groups description.



- Copies of case study for the participants



- Handout 4: Child shape
- Handout 5: Case study



NOTES TO THE FACILITATOR

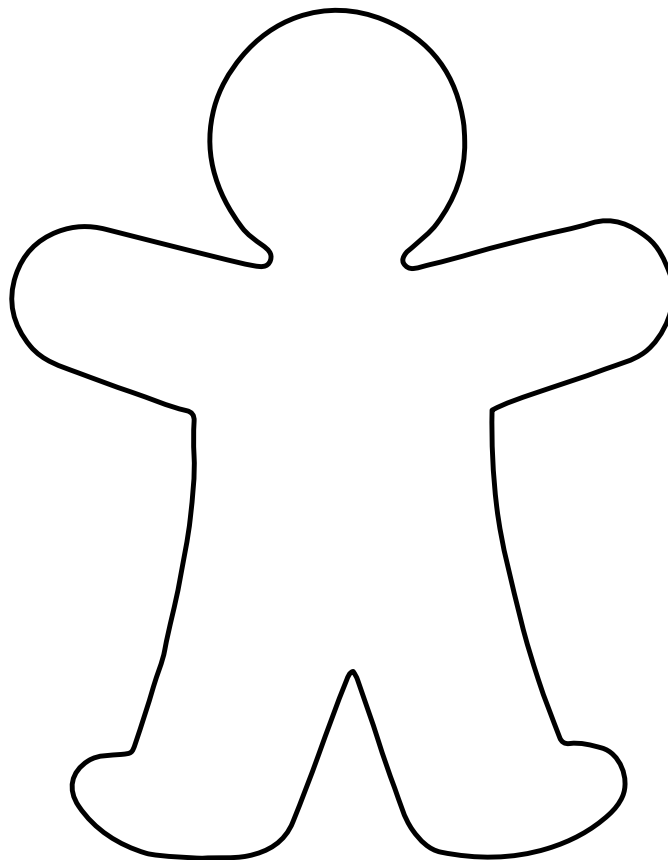
Introduce the activity by explaining that this exercise will help to elicit thoughts and ideas on what it means to be a child. Explain that in the case of child migrants we are also talking about children with the same rights and needs as non-migrant children, but who are also affected by their migration experience. They may be alone and isolated from social connections (family, friends, peers, etc.) and traumatised by harmful or violent experiences in their country of origin, during their journey, and/ or within the host state.



PROCEDURE

Part 1

- 1 Explain to the participants that in this session they are going to start with an exercise to get the group into the rights-based approach.
- 2 On flipchart paper, draw the figure of a child (a stick figure will work too), leaving space on each side of the flipchart to write.
- 3 Ask the participants to call out characteristics that come to mind when they think of children.
- 4 List these characteristics on one side of the figure.
- 5 Now ask the group to list characteristics that come to mind when they think of child migrants. List these characteristics on the other side of the figure.
- 6 Compare and contrast the lists.
 - a. Do we tend to think that child migrants are not really children like other children?
 - b. If so, what implication does that have for how we approach them?
 - c. How do we perceive child migrants who are girls? Or boys? Or who have other gender identities? What about child migrants with impairments and/or disabilities?



Examples of risks factors:

- age
- isolation
- witness of violence
- loss of parent(s)
- loss of peer connections
- overwhelming circumstances
- being in charge of household duties
- change of environment
- discrimination

Examples of protective factors:

- Having an appropriate carer to travel with
- Access to shelter for children
- Access to RFL (restoring family links)
- Access to peers
- Access to information and opportunities
- Positive relations with friends, family, or the community
- Participation in school or education programmes

In the case of unaccompanied minors, one of the most important protective factors is the presence of a trusted individual with whom the child can stay and who can potentially be the legal guardian.



Remote training tip

Using a white board feature, you can display the gingerbread shape on the screen for the plenary discussion and write or type answers from the group around the shape or in the chat function.

Part 2

- 1** Divide participants into small groups. Distribute copies of the exercise and ask each group to answer the guiding questions included at the end of the case study. Explain that risk factors can be linked to circumstances children are living in and that can increase the likelihood of adverse, harmful, and violent incidents. Explain also that there are protective factors that can help to mitigate and reduce risks and consequently better protect and keep children safer.
- 2** Ask each group to discuss the case study and to answer the two questions. After 20 minutes ask the groups to present their findings. Write the findings on flipchart paper and facilitate open discussion.
- 3** Summarise the exercise by emphasizing that every child deserves a childhood surrounded by protective families and communities, free from violence and with the opportunity to thrive as other children do. Use the list below (Children might be) to highlight different circumstances child migrants may be in or have experienced. Conclude by saying that although poverty, conflicts, exploitation, and violence are inevitable in some contexts, children deserve to live in a protective environment where their rights are respected, their voices heard, and their capabilities recognised so they can flourish.



Exercise Case study

A 16-year-old boy came from country X. His town had been a target of violent shelling and his family had decided to leave this place and the country to save their lives. On their journey to a safer country, the family went through hard and terrible experiences until they reached Europe. While moving from one country to another to reach their destination, the family got separated from their son. The boy managed to find some other children and adults coming from the same country to spend the days with. He does not have documents or money, nor a phone to call his family. He is sleeping outdoors with peers and begging during the day to get some money for food. Others are trying to convince him to engage in illegal work to get more money.

Question 1. *What are the risk factors here?*

Question 2. *What do you think will happen next if the risks remain?*

Question 3. *What can be done to mitigate and reduce those risks to protect the child?*



Note

Children might be:

- Unaccompanied and separated children (UASC)
- Children who are orphans
- Children who are married
- Children associated with armed forces or armed groups⁴⁷
- Children who have disabilities
- Children who have been trafficked/abused/exploited (for sex, labour, etc.)
- Children who have been tortured or experienced other forms of ill-treatment
- Children who are detained or have been detained
- Children who identify as sexual or gender minorities (LGBTIQ)
- Children who experience pressure from their families to send remittances
- Children in families who may be neglected or abused (for example, because their parents are stressed, impoverished, traumatized, or impose authoritarian cultural or religious norms, etc.)
- Children who are parents
- Children who are heads of households
- Children whose age is disputed or who are thought to be adults (for example, due to lack of documentation)

⁴⁷ ICRC, Children Associated with Armed Forces or Armed Groups, Geneva, 2020, <https://www.icrc.org/en/publication/0824-children-associated-armed-forces-or-armed-groups> (access 20 February 2021).

ACTIVITY 1.2.2 THE IMPACT OF THE MIGRATION JOURNEY ON CHILDREN



45 minutes



- Explore migration impact on children.



- Understand migration experiences and their impact on the well-being and safeguarding of child migrants.



- Consider whether to use the video or comic for this session.
- Test the video (see line from below).
- Consider in advance how the materials elucidate the vulnerabilities, risks, and resilience of young people.



- Test the video and download it to avoid technical issues while running the activity. Available at: <https://www.youtube.com/watch?v=KwCtWfwYlkw>
- Make available copies of the comic book. Available at: <http://webapps.redcross.org.uk/RefugeeWeekComic/>



- Tool 5: 'The Box' video
- Tool 6: British Red Cross comic book 'Over, under, sideways down'

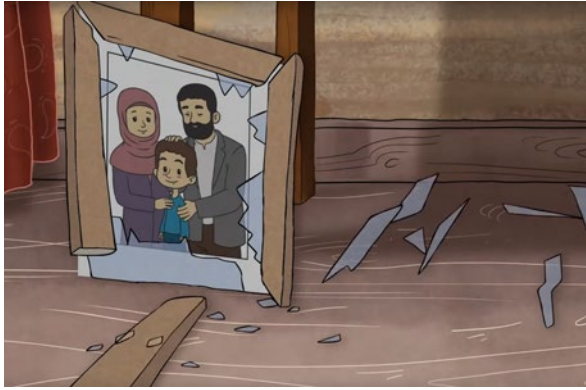


NOTES TO THE FACILITATOR

Explain to participants that the exercise will focus on the migration journey to Europe. The first part of the activity will immerse participants in the storytelling of a child to create a highly effective and affecting experience.

The second part will focus on exploring the migration journey paths and the risks and threats that children might face on the way to Europe.

The aim is to explore how we can understand risks and vulnerabilities to better protect children and to ensure that children, who may have needs beyond their obvious vulnerabilities, are still considered and treated as children, no matter if migrants.



PROCEDURE

- 1 In plenary, show the video 'The Box' and ask participants to share their thoughts at the end. Keep the debriefing part short and informal, just capturing a few ideas and reactions on the video.
- 2 After, ask participants to think about children in migration journeys and to share key words that represent the risks and the issues that child migrants may encounter on their way to Europe.
- 3 Start the second part of the activity by introducing the comic book. Make sure that each participant has a copy. Divide participants into small groups and ask them to take some time and read the story. Explain that while reading, they should focus on:
 - the key vulnerabilities of child migrants
 - possible protective factors that children may have themselves
- 4 In plenary, ask the participants to share the results and discuss how the programmes of their National Society respond to the vulnerabilities identified (15 minutes) and how programmes and interventions could strengthen protection and resilience (15 minutes). Encourage people to share their thoughts and remind them there is not only one right way or solution.



Remote training tip

Share the link of the comic book in the chat box and ask the group to open it. Give the group a few minutes to read the comic book and to note down some key ideas. Gather the group in plenary to discuss their notes and ideas on what they read, focusing on:

- the key vulnerabilities of child migrants
- possible protective factors that children may have themselves

Virtual training requires facilitators to manage group interactions well to keep energy and participation up. Encourage participants to express their ideas, verbally or through the chat function, without putting anyone on the spot.

Encourage your participants to interact in the chat window, and in breakout groups.

ACTIVITY 1.2.3 CHILD PROTECTION FRAMEWORKS



30 minutes



- Introduce participants to global and national frameworks that protect and assist child migrants, including international frameworks and law, and the IFRC's core policies on protection of child migrants.



- Highlight the importance of the core principles and international frameworks to enhance programme quality and monitor child protection.
- Explain that child protection is a fundamental right, and the best interests of the child are always at the centre.



- Cut the list of instruments and key facts into strips and collect in envelopes.
- Get copies of the CRC ready for each participant.



- Two envelopes for each group including strips
- Copies of background on international child protection mechanisms



- Resource 7: United Nations Convention on the Right of the Child (CRC)
- Resource 8: Child Protection Minimum Standards in Humanitarian Settings (CPMS)
- Resource 9: CRC four principles summary
- Resource 10: Protection and Assistance for Children on the Move
- Resource 11: Background on international child protection mechanisms
- Resource 12: CRC principles summary
- Handout 6: Game strips



NOTES TO THE FACILITATOR

This activity focuses on introducing participants to international instruments to give them a basic grounding. Explain that child protection is guided by the United Nations Convention on the Rights of the Child (CRC). *The Minimum Standards for Child Protection in Humanitarian Settings* (CPMS), developed by the Alliance for Child Protection in Humanitarian Action, draws on the CRC to develop specific methods that humanitarians can use to ensure children are protected. The Global Compact on Migration further strengthens these standards and the rights of child migrants. National laws set out principles and standards relating to child protection in each national jurisdiction.

Share that the IFRC's position paper *Protection and Assistance for Children on the Move* provides the information and analysis they need to understand how the IFRC and National Societies work with migrant children. It adopts language and standards that are accepted internationally and are suitable for use by National

Societies and is also based on the CPMS. The IFRC is an active member of the Alliance and is a member of the steering group that sets the direction and agenda of the Alliance. Encourage the participants to familiarise themselves with the CPMS.

Child protection refers to actions that prevent and respond to abuse, neglect, or exploitation of children or violence against them.

— *The Alliance for Child Protection in Humanitarian Action*



PROCEDURE

- 1 Play a basic matching game as below and try to get people to match the international instruments and organisations to their description.
- 2 Divide participants into small groups of 4 or 5 participants. Give each group an envelope containing the strips with international instruments and another envelope with key facts. Ask each table to discuss among the groups and start matching the strips contained in the two envelopes.
- 3 Check in plenary the correct answers and give participants the opportunity to ask questions on the international mechanisms and the information provided. Focus on highlighting how mechanisms are interconnected and contribute to creating an international framework for child protection. Wrap-up the exercise by summarising key elements using the 'Background on international child protection mechanisms' resource. A copy can also be distributed to each participant.



© Hellenic Red Cross

Envelope 1

▼ International Instrument

Universal Declaration of Human Rights (UDHR)⁴⁸

- Was adopted in December 1948 after the experiences from World War II

- Sets out, for the first time, fundamental human rights to be universally protected

- Generally agreed to be the foundation of international human rights law

Refugee Convention⁴⁹

- Was adopted in 1951 after the experiences from World War II

- Defines the term “refugee” and outlines the rights of refugees, as well as the legal obligations of States to protect them

- The core principle is non-refoulement, which asserts that a refugee should not be returned to a country where they face serious threats to their life or freedom

Convention on the Rights of the Child (CRC)⁵⁰

- Developed in 1989

- International treaty that recognises the human rights of children

- The guiding principles are: non-discrimination; the best interests of the child as a primary consideration; the child’s inherent right to life, and State Parties’ obligation to ensure the survival and development of the child; and the child’s right to express his or her views freely

48 UN, Universal Declaration of Human Rights, <https://www.un.org/en/universal-declaration-human-rights/>. (accessed 29 November 2020).

49 UNHCR, The 1951 Refugee Convention and 1967 Protocol, <https://www.unhcr.org/uk/1951-refugee-convention.html>. (accessed 29 November 2020).

50 UNICEF, Convention on the Rights of the Child, <https://www.unicef.org/child-rights-convention>. (accessed 29 November 2020).



Envelope 1

Envelope 2

▼ International Instrument

▼ Key facts

Global Compact for Migration⁵¹

- Agreed in December 2018
- First global UN agreement to adopt a common approach to international migration in all its dimensions, although not legally binding for governments
- Grounded in values of state sovereignty, shared responsibility, non-discrimination, and human rights. It recognises that a cooperative approach is needed to address migration phenomena

Child Protection Minimum Standards⁵²

- Revised edition in 2019
- Handbook that guides humanitarian professionals in preventing harm and supporting the recovery of children caught up in crises
- Has become one of the key resources for humanitarian workers since its initial launch in 2012

IFRC position paper 'Protection and Assistance for Children on the Move'⁵³

- Developed in 2017
- Describes the position of the Red Cross Red Crescent Movement to children on the move
- Highlights the humanitarian mandate of IFRC and National Societies to protect and assist vulnerable children, including children on the move and others 'living at the margins of conventional health, social and legal systems' irrespective of their legal standing, at all stages of their journey

51 UN, Global compact for migration, <https://refugeesmigrants.un.org/migration-compact>, (accessed 29 November 2020).

52 The Alliance for Child Protection in Humanitarian Action, Minimum Standards, 2019, op.cit.

53 IFRC, IFRC Position Paper – Protection and Assistance for Children on the Move, 2017, op.cit.



Envelope 1

▼ International Instrument

The Alliance for Child Protection in Humanitarian Action⁵⁴

Envelope 2

▼ Key facts

- Pursues four permanent work streams: 1) Standard setting and guidance development; 2) Capacity building, learning and development; 3) Evidence generation and knowledge management and; 4) Advocacy
- Is a global, interagency group created to set standards, provide technical support to ensure high quality and effective response to protect children
- As a global network of operational agencies, academic institutions, policymakers, donors and practitioners, this group facilitates inter-agency technical collaboration on child protection in all humanitarian contexts
- Currently co-led by UNICEF and Plan International

Interagency Standing Committee⁵⁵

- Created in 1991 and represents the longest-standing and highest-level humanitarian coordination forum
- Brings together UN and non-UN organisations to ensure better preparation for, as well as rapid and coherent response to, humanitarian crises
- Ensures coherence of preparedness and response efforts, formulates policy, and agrees on priorities for strengthened humanitarian action

54 The Alliance for Child Protection in Humanitarian Action, Minimum Standards, 2019, op.cit.

55 IASC, The Inter-Agency Standing Committee, <https://interagencystandingcommittee.org/the-inter-agency-standing-committee>, (accessed 10 November 2020).



Envelope 1

▼ International Instrument

Global Protection Cluster⁵⁶

Envelope 2

▼ Key facts

- A network of nongovernmental organisations (NGOs), international organisations, and United Nations (UN) agencies, engaged in protection work in humanitarian crises, including armed conflict and climate-change related and natural disasters.
-
- Ensures well-coordinated, effective, and principled protection preparedness and responses, and that protection is at the core of all humanitarian action and recognised as essential in any nexus with development and peace. Has four specialised Areas of Responsibility (AoRs); Child Protection; Gender-Based Violence (GBV); Housing, Land, and Property; and Mine Action. The Child Protection AoR is led by UNICEF.

56 GPC, The Global Protection Cluster, <https://www.globalprotectioncluster.org/about-us/who-we-are/>, (accessed 10 November 2020).



Notes

Background on definitions and international child protection mechanisms

The term 'child protection' is widely used by humanitarian agencies and the IFRC, especially in the context of humanitarian crises. The IFRC has adopted the definition of child protection chosen by the Alliance for Child Protection in Humanitarian Action (the Alliance). This states that child protection refers to actions that prevent and respond to abuse, neglect, or exploitation of children or violence against them.

1. This definition of child protection is used by all Alliance members. Members of the Alliance include a hundred humanitarian agencies from Europe and other parts of the world. The IFRC is a member of the Alliance's steering group, which sets the network's direction. Adopting an agreed definition enables all member agencies to adopt a common approach to child protection.
2. The Alliance is responsible for developing, maintaining, evaluating, and disseminating the *Minimum Standards*. These standards underpin the Alliance training course on child protection in emergencies, which has been adapted to develop this training on protection of migrant children.
3. The protection system established by the Inter-Agency Standing Committee (IASC) includes a specific area of responsibility on child protection. Humanitarian agencies consider that it is part of their responsibility to protect children and integrate child protection activities in their humanitarian interventions and programmes. When emergencies occur, agencies that respond commonly establish a child protection cluster.

The IFRC participates in this system. It uses the term 'child protection' in its policies, plans, and organisational structure. It has a child protection policy and has issued a position paper on *Protection and Assistance for Children on the Move*. The IFRC's Plan and Budget 2020 and its emergency plans of action include specific targets for child protection; there is also a specific Child Protection Action Plan 2020.⁵⁷ Organisationally, the IFRC has a Global Child Protection Advisor and deploys protection, gender, and inclusion delegates (whose responsibilities include child protection) to an increasing number of emergencies.

In some contexts, the term 'child protection' is contested. Specifically, there may be different understandings of the definition, how it should be applied in emergencies, and whether humanitarian agencies have a duty to address child protection. Governments, rather than all agencies, may be considered responsible for protecting children. However, as discussed, every individual has a responsibility to address child protection needs when encountered, which may result in referring the matter to government agencies.

⁵⁷ IFRC, IFRC Position Paper – Protection and Assistance for Children on the Move, 2017, op.cit.



ACTIVITY 1.2.4 UN CONVENTION AND CRC PRINCIPLES



60 minutes



- Introduce participants to the four **Principles of the UN Convention on the Rights of the Child (CRC)**.



- Understand the four overriding principles of CRC. These include: 1) survival, development, and protection; 2) non-discrimination; 3) participation; and 4) best interests.



- Prepare a slide showing the four CRC principles to be visible during the activity.
- Prepare one card for each CRC principle to be given to the four groups.
- Prepare a PPT that summarises key points and information on what will be introduced through the activity, including CRC principles, international mechanisms of coordination, and key definitions.



- CRC principles cards/strips
- Copies of CRC principles description



- Resource 7: United Nations Convention on the Right of the Child (CRC)
- Resource 9: CRC four principles summary



NOTES TO THE FACILITATOR

Explain that the IFRC's approach is founded on the Convention on the Rights of the Child (CRC), which contains the core norms that inform legislation to protect children, and the *Child Protection Minimum Standards in Humanitarian Settings* developed by the Alliance for Child Protection in Humanitarian Action. The IFRC is an active member of the Alliance and is a member of the steering group that sets the direction and agenda of the Alliance.

The exercise will focus on the four overriding principles of the CRC and the ten principles of the CPMS. Strongly encourage them to read the whole convention and all of the minimum standards.



PROCEDURE

- 1 Present a slide that lists the key principles of the CRC: 1) survival, development, and protection; 2) non-discrimination; 3) participation; and 4) best interests.
- 2 Divide participants into four groups. Give each group a card (prepared beforehand) that lists one principle.
- 3 Ask each group to discuss internally for few minutes and then to define what the principle on their card means. Recommend including examples when defining the principle.
- 4 After 20 minutes, return to plenary and ask each group to share what they have discussed and agreed. Make sure to highlight key findings when the group is presenting.
- 5 Following the first part of the activity, share the 10 principles of the CPMS and refer back to the DAPS framework. Ask groups to consider how these different frameworks connect to each other to support children's protection and safeguarding.
- 6 Ask the groups to think about their work with children and how their work embodies these principles and frameworks. If there are current gaps, ask them to think about how they would like their programmes and services to embody these principles.
- 7 Groups can use different ways to represent their ideas. They can draw, dance, sing, or act out how the ten principles are embodied in their National Society and the work with children. Tell them to be creative!
- 8 Sum up the principles with further information, including:
 - **Principles 1–4:** are the key principles set out by the Convention on the Rights of the Child (CRC) and are applicable to all humanitarian action
 - **Principles 5–8:** are the protection principles from the 2018 Sphere Handbook, restated here with specific references for the protection of children. Principle 5 (e) mirrors the Movement principle to 'do no harm'
 - **Principles 9–10:** are specific to the Minimum Standards for Child Protection in Humanitarian Action.
- 9 Wrap-up the activity with a presentation that provides additional information on each principle and summarise key concepts.

CRC Principles Summary⁵⁸

1. The right to survival and development

All children have the right to survival and development. The State has a responsibility to ensure their survival and development (interpreted broadly as developing to their full potential) to the maximum extent possible.

2. Non-discrimination and inclusion

All children are entitled to the same rights without discrimination of any kind. The CRC focusses on the elimination of discrimination for individual children, groups of children, and children in general.

3. Children's participation

Children have the right to express their views in all matters affecting them and their opinions are given due weight in keeping with their maturity and evolving capacities.

4. Best interests of the child

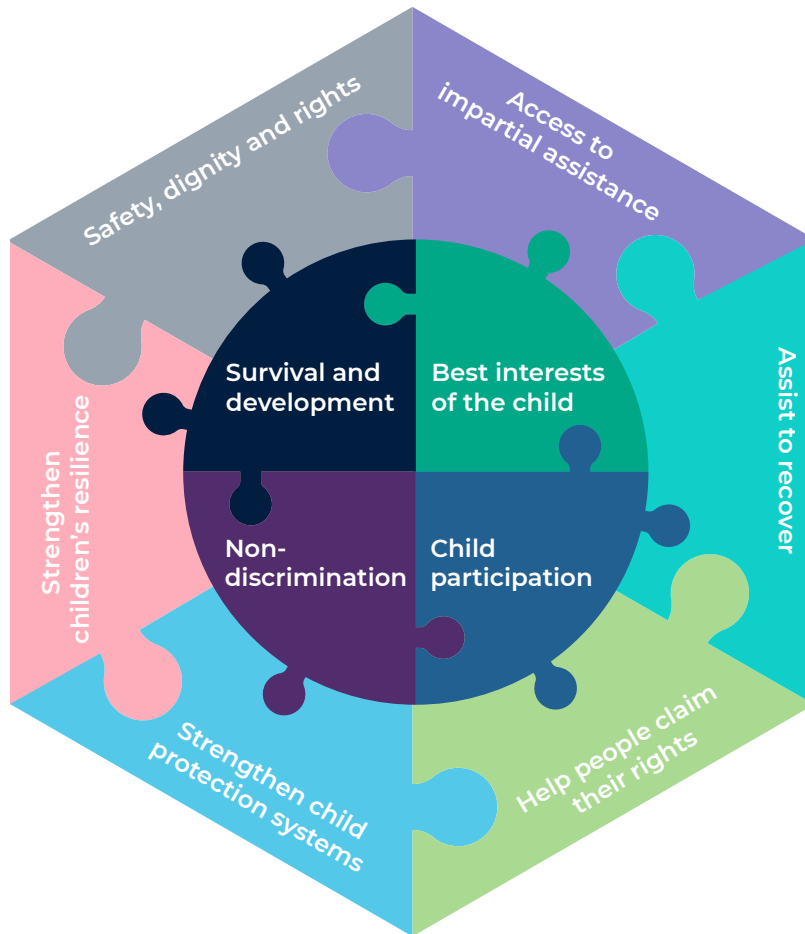
All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration. The interests of others (parents, community, state) should not be the overriding concern.



58 Adopted from UNICEF, Four principles of the Convention on the Rights of the Child, <https://europa.eu/capacity4dev/sites/default/files/learning/Child-rights/2.7.html>, (accessed 10 November 2020).



Principles for child protection in humanitarian action



From: *The Alliance for Child Protection in Humanitarian Action*. Available at: <https://alliancecpha.org/en/stepping-up-child-protection-in-humanitarian-action/how-we-work-2>

1. Survival and development
2. Non-discrimination and inclusion
3. Children's participation
4. The best interests of the child
5. Enhance people's safety, dignity, and rights and avoid exposing them to further harm
6. Ensure people's access to impartial assistance according to need and without discrimination
7. Assist people to recover from physical and psychological effects of threatened or actual violence, coercion, or deliberate deprivation
8. Help people to claim their rights
9. Strengthen child protection systems
10. Strengthen children's resilience in humanitarian action



MODULE 2

DEVELOPING A CONDUCIVE ENVIRONMENT FOR CHILD PROTECTION INTERVENTIONS



Description

This module introduces participants to child safeguarding mechanisms necessary to establish a safe environment and safe programming for child migrants. It builds on the introduction of child protection outlined in Module 1, so it is important to have already acquired knowledge on child protection frameworks and principles, the IFRC approach to protection and migration, and international standards.

Consequently, Module 2 discusses fundamental steps that each National Society should consider implementing to achieve a solid system based on main protection and safeguarding principles which are necessary to safely engage with children. It outlines the type of commitments and requirements that will support addressing children's needs and protection issues; the importance of mainstreaming standards and principles across sectors; the value of data collection and analysis, including data protection; and the role of a child safeguarding policy.



Note

To follow this module, participants should have already learned what child protection means, its principles, and standards (Module 1).



Module 2 Outline

SESSION 0

Introduction and learning consolidation

Introduce the new module, its learning objectives, and key topics. Consolidate the learning of Module 1 that helped to build the core knowledge necessary to understand Module 2 and continue building the framework.

Activity 2.0.1 Introduction to Module 2 and agenda of the day

Activity 2.0.2 Learning consolidation

SESSION 1

The role of National Societies and accountability mechanisms

Introduce policies that set key standards and guidelines on child safeguarding. National Societies engaging with children have an ethical and legal responsibility to protect children and keep them safe.

Activity 2.1.1 IFRC position paper on Protection and Assistance for Children on the Move

Activity 2.1.2 The complementarity of child protection and the role of the National Society

Activity 2.1.3 Why are policies and procedures important?

Activity 2.1.4 Harmful practices

Activity 2.1.5 Child safeguarding policies and standards

Activity 2.1.6 Do's and Don'ts

Activity 2.1.7 Managing a disclosure

SESSION 2

Child protection at organisational level. Elements of a child protection conducive environment

Explore duties and commitments within the National Society to include child protection measures and mechanisms within the organisational structures.

Activity 2.2.1 Matching child protection definitions: A refresher exercise

Activity 2.2.2 External and internal coordination

Activity 2.2.3 Referral mechanisms

Activity 2.2.4 Data protection

Activity 2.2.5 Data sharing on social media

Activity 2.2.6 Monitoring, Evaluation, Accountability, and Learning (MEAL) and the importance of data collection and reporting

Activity 2.2.7 Communications and advocacy

Activity 2.2.8 Self care

Activity 2.2.9 Close-out



Module 2 Overview



Length of module

6.5 hours



Learning objectives

- Understand what child safeguarding is and why it is important.
 - Explore the elements which make up a conducive environment for child safeguarding.
 - Become aware of possible risks and harmful behaviours (internal and external) and know how to recognise and address them.
 - Clarify roles and responsibilities.
-



Resources, tools, and handouts

- Resource 13: IFRC position paper on Protection and Assistance for Children on the Move
- Resource 14: Child safeguarding standards
- Resource 15: Categories of harm and abuse
- Resource 16: IFRC child safeguarding policy⁵⁹
- Resource 17: GDPR compliance checklist
- Resources 18: Red Cross Red Crescent guidelines on media and communications work with children who are refugees, asylum seekers, or survivors of trafficking
- Tool 7: Agenda of Day 2
- Tool 8: PPT slides
- Tool 9: Recommendations of the IFRC position paper on Protection and Assistance to Children on the Move (summary)
- Tools 10: Do's and Don'ts list

⁵⁹ A sample of self-assessments can also be found in the new IFRC Child Safeguarding Policy found at: <https://media.ifrc.org/ifrc/document/child-safeguarding/> (accessed on 19 July 2021)



Resources, tools, and handouts

- Handout 7: Noughts and crosses questions
- Handout 8: Scenarios
- Handout 9: Activity list
- Handout 10: Questions for competition
- Handout 11: Harmful behaviours cards
- Handout 12: Self-assessment
- Handout 13: Case study
- Handout 14: Activity notes
- Handout 15: Terms and definitions strips
- Handout 16: Guiding questions
- Handout 17: Scenario (part one and two)
- Handout 18: Roles cards
- Handout 19: Scenario
- Handout 20: Character cards
- Handout 21: Quiz
- Handout 22: Case study
- Handout 23: Scenarios
- Handout 24: Group exercise
- Handout 25: Case study
- Handout 26: Risk scale
- Handout 27: The wheel
- Handout 28: Evaluation form



Materials

- Scissors
- Stationary material (pens, A4 paper, post-its)
- Flipcharts
- Markers
- Tape



MODULE 2, SESSION 0

INTRODUCTION AND LEARNING CONSOLIDATION

ACTIVITY 2.0.1 INTRODUCTION TO MODULE 2 AND AGENDA OF THE DAY



20 minutes



- Introduce the new module and agenda of the day.



- Refresh ground rules and check if any logistics or administrative issues need to be addressed.



- Make available the agenda of day.



- Copies of agenda or pre-made flipchart or PPT
- Markers, tape, post-it and flip charts



- Tool 7: Agenda of Day 2
- Tool 8: PPT slides



NOTES TO THE FACILITATOR

As done for Module 1, use this opportunity to quickly refresh participants with a short summary of what was done during the previous day and to check if any questions remain to be addressed.



PROCEDURE

- 1 Introduce the agenda of the day, including objectives and topics.
- 2 Go through each objective, taking time to be sure participants understand the workshop purposes, objectives, and intended outcomes. Facilitate a discussion to clarify any questions or concerns.
- 3 Inform participants about the handouts and training materials needed for the day.
- 4 Refresh logistics and housekeeping, as presented during the previous day.



ACTIVITY 2.0.2 LEARNING CONSOLIDATION



20 minutes



- Consolidate learning from day one.



- Explain to participants the importance of always remembering standards and principles in field work as well as in programming.



- Determine whether to add any additional questions to the quiz and draft these.
- Draw large grid for the game or determine which online platform will be used and prepare as needed.



- Copies of agenda or pre-made flipchart or PPT
- Markers, tape, post-it and flip charts



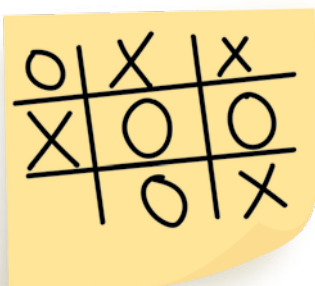
- Handout 7: noughts and crosses questions



NOTES TO THE FACILITATOR

Use this opportunity to recap what was done in the previous module and to introduce the new one. At the beginning, it will be good to start with an activity that will help to check the learning and consolidate it. It can be also an opportunity to have a Q&A session with the participants, in case of remaining questions from previous activities.

The well-known noughts and crosses game can be used to run this activity. It can be rolled out as a competition with a small prize for the winning group. This is a fun way to assess knowledge and recap the main topics addressed in the previous sessions. Take this opportunity to explore learning needs and to strengthen messages that participants may not have captured or fully understood in previous activities.



Team 1 = **X**

Team 2 = **O**



PROCEDURE

- 1 Prepare at least eight (8) questions on the topics and key messages introduced to participants during day one.
- 2 Draw a big noughts and crosses grid on a flipchart (or position a big grid on the floor). Divide participants into at least two different teams and decide which team will be represented by the symbol X and which one by the symbol O.
- 3 Explain to the group the rules of the game:
 - The aim is to get three boxes in a row either horizontally, vertically, or diagonally
 - If the team answers a question correctly, they score and can decide where to position their symbol in the grid
 - If the team answers wrongly, the other team will get the chance to answer and score
 - Each team should appoint a captain to announce the answer to the question and choose location for the X or O if answered correctly.
- 4 Divide participants into two groups. As facilitator, you will ask the questions. Ask the members of each team to confer and agree their response before raising their hands to answer.

At the end of the game, check with participants if they have any questions or issues about the topics in the quiz that they would like to discuss before starting the new session.



Remote training tip:

Use a white board feature to draw your noughts and crosses grid, or use the multiple-choice modality to run the quiz. In case of the latter, facilitators will need to prepare the quiz in advance by selecting an online platform and sharing the link to the participants to give them access.

Facilitators should also set a time limit for each question, after which participants will not be able to state their answer.



► Quiz

1. What act/convention lays out the foundation of child protection at international level?

Answer: The United Nations Convention on the Rights of the Child

2. According to the Convention on the Rights of the Child (CRC),³² until what age is a person considered a child?

Answer: 18

3. What does 'in the best interests of the child' mean?

Answer: This language is from Article 3 of the CRC. It states that the best interests of the child shall be a primary consideration when any actions that concern children are taken by public or private social welfare institutions, courts of law, administrative authorities, or legislative bodies.

4. Do children have rights under international law?

Answer: Yes. The CRC recognises a number of rights of children. These rights are reaffirmed in the Global Compact on Migration.

5. What are the key principles of protection?

Answer: dignity, access, participation, and safety

6. Whose responsibility is it to keep children safeguarded from harm?

Answer: everyone's responsibility

7. What is the main difference between child protection and child safeguarding?

Answer: Child safeguarding: the responsibility that organisations have to ensure their staff, operations and programmes "do no harm" to children and that any concerns the organisation has about children's safety within the communities in which they work are reported to the appropriate authorities. Conversely, child protection in the international context describes the work being undertaken to strengthen laws, policies, and systems, which are designed to protect children in a given country in his or her own family and community.

8. What are the levels of protection?

Answer: do no harm and mainstreaming, specialised activities, and influencing standards.



MODULE 2, SESSION 1

THE ROLE OF NATIONAL SOCIETIES AND ACCOUNTABILITY MECHANISMS

Introduction

National Societies engaging with children have an ethical and legal responsibility to protect children and keep them safe. To strengthen accountability of humanitarian actors, child safeguarding policies and procedures should be established and in place to create a safe and conducive environment that helps children remain protected and have their rights fulfilled. It is important that each National Society promotes an 'aware culture' internally that will prevent any intentional and unintentional harm to children. This includes nurturing an environment where children can feel safe while accessing support or engaging in activities and where children are kept at the centre of the programmes, able to speak out, feel respected and empowered, and actively participate in decision making processes.

Learning outcomes of the session

- Explore the importance of policies and procedures to have in place when engaging with children
- Identify internal mechanisms that safeguard children. Understand the key elements of child safeguarding, and the internal role and responsibility of the National Society to prevent risks of harm to children.

Outline



Length of session:

3.5 hours



Key messages

- Policies and procedures offer an overarching framework within which to work and engage with children while addressing their needs and keeping them safe.
- As child protection is a fundamental right, it is necessary to have the proper mechanisms in place to guarantee safeguarding and protection to the children.
- The children's best interests are paramount, and it is the responsibility of everyone to guarantee the safeguarding of the children.
- An organisation has the responsibility to prevent the abuse of children and needs to develop policies and procedures to manage child safeguarding concerns.
- It might be difficult to recognise that harm and abuse may happen because of, or within the organisation, but necessary in order to ensure proper safeguarding.



Session objectives

This session will:

- Support participants to become familiar with key policies and procedures.
- Introduce the IFRC's approach and the roles and responsibilities of National Societies.
- Explore the importance of the best interests of the child through the implementation of child safeguarding policies and procedures.



Learning outcomes

After this session, participants will be able to:

- Identify the minimum mechanisms required, understand why each is important, and how they contribute to safeguarding and protection of children.
- Identify those who should be involved in child safeguarding and how they should be involved.
- Understand the purpose and recognise the importance of an organisational accountability system to better protect children.
- Explore roles and responsibilities in safeguarding.



Resources, tools, and handouts

- Resource 13: IFRC position paper on Protection and Assistance for Children on the Move
- Resource 14: Child safeguarding standards
- Resource 15: Categories of harm and abuse
- Resource 16: IFRC child safeguarding policy
- Tool 8: PPT slides
- Tool 9: Recommendations of the IFRC position paper on Protection and Assistance to Children on the Move (summary)
- Tool 10: Do's and Don'ts list
- Handout 8: Scenarios
- Handout 9: Activity list
- Handout 10: Questions for competition
- Handout 11: Harmful behaviours cards
- Handout 12: Self-assessment
- Handout 13: Case study
- Handout 14: Activity notes



ACTIVITY 2.1.1 IFRC POSITION PAPER ON PROTECTION AND ASSISTANCE FOR CHILDREN ON THE MOVE



45 minutes



- Review IFRC position paper.



- Understand the Movement's position and approach.



- Read the position paper before the training and get familiar with key concepts and information included in the document.



- Copies of the document or PPT slides



- Resource 13: IFRC position paper Protection and Assistance for Children on the Move
- Tool 8: PPT slides
- Tool 9: Recommendations of the IFRC position paper on Protection and Assistance to Children on the Move (summary)



NOTES TO THE FACILITATOR

Tell the participants that the IFRC's position paper *Protection and Assistance for Children on the Move* sets the scene of the IFRC and National Societies' work with migrant children. It adopts language and standards that are accepted internationally and is suitable for use by National Societies. It is a fundamental reference document for National Societies.



PROCEDURE

- 1 Invite the participants to think about the needs of migrant children and how National Societies can respond to them.
- 2 Present slides on the IFRC's Position Paper and give participants a chance to read them and to refresh their knowledge. Otherwise, provide a copy of the document to each participant to allow them to take notes on the document.



- 3 Invite the participants to take some time and discuss in groups (or at their table) how far the position paper reflects local laws and policies based on their knowledge and understanding of the context. Tell the groups that they will need to summarise their ideas and findings in a flipchart to be presented in plenary.
- 4 As a second part of the activity, ask participants to widen their discussions and think about obstacles and challenges in having the principles of the position paper applied in the context/environment where they work. This can include external and internal (National Society) factors. Be sure to allow enough time for this exercise as it is likely to raise many interesting discussions and reflections among the groups.
- 5 At the end, ask the groups to share the main ideas and thoughts discussed that emerged during the exercise. To keep the plenary session more active, encourage discussion within the wider group to stimulate ideas and sharing different perspectives, facilitating and guiding the discussion while making sure to capture the main points raised. Also discuss possible solutions to obstacles and challenges identified.

Excercise

Draw on flip-chart paper

STEP 1 Identify the context: laws, policies, and procedures related to child migrants

STEP 2 Identify obstacles and challenges that are preventing or blocking assistance to child migrants

STEP 3 Explore feasible actions to mitigate or remove any of those challenges and barriers



Remote training tip

Encourage participants to have their video turned on, as this will create a more participatory setting. Inform participants that interaction and answers can be provided in the chat box.

Breakout rooms can be another option to consider. It helps with brainstorming ideas and participants to connect with one another.

After splitting participants into different breakout rooms, make sure that instruction is given to each room, as well as the steps (as above).



Notes

Recommendations of the IFRC position paper on Protection and Assistance to Children on the Move

The best interests of the child, as enshrined in the United Nations Convention on the Rights of the Child, must be the primary consideration of all decisions, actions, and programs intended for the protection of children. The New York Declaration included further commitments to respect the best interests of the child, a recognition of the special vulnerabilities of UASC, the importance of avoiding detention of UASC, ensuring access to education for all children, and preventing and responding to GBV.

In particular, IFRC asks States to:

1. Ensure all children on the move have access to comprehensive protection and humanitarian assistance, irrespective of their legal standing, age, gender, or health status.

1.1 Provide access to essential basic services including health care, shelter, safe spaces, education, guardianship, psychosocial support, legal counsel, restoring family links (RFL), and information about rights and processes.

1.2 Remove barriers to accessing essential basic services through providing translations, cultural mediators, removing or reducing costs, and making children aware of what services are available and where.

1.3 Guarantee that children on the move will not risk arrest when accessing protection and humanitarian assistance, including through establishment of “firewalls” between government services and immigration enforcement, guaranteeing humanitarian organisations the right to provide humanitarian assistance without risk of prosecution, and implementing data protection protocols so that humanitarian organisations are not required to share confidential information.

1.4 Build the capacity, through training and mentorship, of first responders to increase practical skills to protect children on the move.

1.5 Mandate that all personnel working with children on the move undergo effective screening so they do not pose a threat to children and ensure they know how and where to make child protection referrals.

2. Prioritize protection of Unaccompanied and Separated Children.

2.1 Put in place emergency reception and registration processes tailored to the needs of UASC.

2.2 Take all necessary measures to identify UASC at the earliest possible stage, including at the border.

2.3 Ensure all UASC complete a thorough and professional Best Interest of the Child Assessment and Best Interests of the Child Determination.

2.4. Where children seek it, support RFL and Tracing processes.

2.5 Do not forcibly return UASC to any destination where there are substantial grounds to believe they would be in danger of being subjected to violations of certain fundamental rights, in particular torture, cruel, inhuman, or degrading treatment or punishment, arbitrary deprivation of life or persecution, in violation of the principle of non-refoulement.



3. End detention of children solely for reasons of their immigration status.

3.1 Put in place clear legislation to end detention of children on the move solely for reasons of their immigration status.

3.2 Provide appropriate care solutions such as foster care, adoption, and homes specific for UASC.

3.3 Where children are already being detained due to their immigration status, find immediate appropriate care solutions.

4. Engage with and provide leadership opportunities for girls and boys on the move to identify protection risks and find and implement solutions.

4.1 Provide meaningful opportunities for girls and boys on the move to share their perspectives on decisions and interventions that affect them.

4.2 Enable adolescent girls and boys to take a leadership role in designing and implementing protection and humanitarian assistance projects, where it is appropriate and does not pose any risk to the adolescents.

5. Enhance the evidence-base of what specific interventions work and those that do not, and why.

5.1 Improve sex, age and disability disaggregated data collection of the number of children on the move within the State and the services being provided for these children.

5.2 Increase the quantity and quality of rigorous evaluations that show the effectiveness, relevance, and impact of interventions for children on the move, including through a gendered lens.

5.3 Conduct gender analysis to understand the specific needs of girls, boys and other gender identities when assessing the protection and assistance needs of children on the move.

5.4 Use increased quality data and evidence to improve support for and monitoring of protection and humanitarian assistance to children on the move.

(adapted from: IFRC, Protection and Assistance for Children on the Move, 2017)⁶⁰

60 IFRC, Protection and Assistance for Children on the Move, 2017, op.cit.



ACTIVITY 2.1.2 THE COMPLEMENTARITY OF CHILD PROTECTION AND THE ROLE OF THE NATIONAL SOCIETY



60 minutes



- Explore the concept of complementarity and the importance of coordination.



- Understand how to better support child migrants in different migration settings.



- Adjust the case studies (scenarios) if needed and prepare enough copies for the group work.
- Prepare copies of the Activities List and distribute them to the group.



- Flip chart and markers
- Case studies
- Activity list copies



- Handout 8: Scenarios
- Handout 9: Activity list



NOTES TO THE FACILITATOR

Particularly during migration flows, many actors may need to be involved to guarantee an adequate response. Needs may be many and hard to be fulfilled by one single organisation, making it essential to coordinate and share information. National Societies, IFRC, and ICRC have a long history of working to protect child migrants, irrespective of their legal standing.

This activity encourages participants to think about some of the programmes and the services provided by the various actors, and to explore how the coordination should take place to ensure the best use of resources, and to avoid duplication and overlapping of services.

Through different scenarios, the activity pushes participants to think about a comprehensive approach to cover all critical paths of the migration journey as the conditions, vulnerabilities, and protection issues may differ at various stages of the children's journeys.



PROCEDURE

- 1 Divide participants into three different groups. Distribute a copy of the scenarios (one to each group) and the Activity List. Explain to participants that the Activity List is not exhaustive, and the group can add other types of activities.
- 2 Ask participants to reflect and consider how National Societies can cooperate to enhance service delivery. Ask the groups to suggest and specify roles and responsibilities.

Exercise Scenario 1

Children in camp setting

Your country has had a great influx of migrants recently, and among them, a lot of unaccompanied minors. There is not enough accommodation, so there are overflowing camps without proper hygiene facilities. Many unaccompanied children have been housed in detention centres and other facilities that were not designed for long-term housing, or have been kept in the camps among adults.

Given the scale of the situation, the National Society, IFRC, and ICRC are providing support to address the needs.

Question: *What are the possible activities to support children? Please consider the different roles and mandates of the National Society, IFRC, and ICRC, when considering possible activities/ interventions. Include also possible coordination with other actors working with child migrants.*

Exercise Scenario 2

Children on the move

In the Balkans, some National Societies established mobile teams to reach out to migrants crossing the region and support them at different entry/exits points. The mobile teams are providing different services to address the needs of child migrants, among the other migrants. Given the situation, the National Societies are attending interagency meetings to maintain awareness of interventions provided by other actors and to discuss changes in needs.

Question: *What are the possible activities to support children? Please consider the different roles and mandates of the National Society, IFRC, and ICRC, when considering possible activities/ interventions. Include also possible coordination with other actors working with child migrants.*



Exercise Scenario 3

Children in EU

In your country, unaccompanied children are meant to be registered to have a guardian allocated to them to assist them. However, there are several unaccompanied minors staying in informal settings and not entering the registration process. There are severe concerns of child trafficking as several children having gone missing, seemingly without a trace (as reported by other migrants).

The National Society has been approached by the government to reach out to those migrants and support them in getting registered, with a particular focus on unaccompanied children. Both the department of immigration and department of children have made requests for support.

Question: *What are the possible activities to support children? Please consider the different roles and mandates of the National Society, IFRC, and ICRC, when considering possible activities/ interventions. Include also possible coordination with other actors working with child migrants.*

ACTIVITIES LIST

- Ensuring children have access to legal advice
- Restoring family links services (family tracing and family reunion)
- Informing children of their rights
- Providing food to children in camps setting
- Working with unaccompanied minors in detention
- Running a child friendly space
- Assisting a child to enrol in school
- Running psychosocial activities with children on the move
- Writing policies and procedures on child safeguarding
- Running safe zones⁶¹ in refugee camps
- Giving tents and sleeping bags to young migrants
- Producing training materials on child protection in migration
- Advocacy with governments on children rights
- Providing health services (including mental health services) to child migrants
- Referring a neglected child, living with her family in a refugee camp, to specialised services
- Referring a child to a specialised service provider
- Supporting children who are living with their families in situations of labour exploitation
- Integrating migrant families and children in host communities
- Address child labour issues that prevent children from continuing their education



Remote training tip

Use the breakout rooms or the white board to virtually run this activity. In case of breakout rooms, after gathering the participants back, ask each group to briefly present their findings. If the other groups have any questions, these should be posted in the chat box and addressed at the end of the presentations.

⁶¹ In this context, a Safe Zone is a space in a refugee camp where UASC live together.



ACTIVITY 2.1.3 WHY ARE POLICIES AND PROCEDURES IMPORTANT?



45 minutes



- Explore the importance of having policies and procedures in place.



- Consider why child safeguarding policies and procedures are important and need to be in place.
- Recognise that people have different perspectives on child safeguarding and protection issues.
- Understand the purpose of a child safeguarding policy and related procedures.



- Have a PPT ready to summarise key elements of child safeguarding to participants. Highlight the four key elements in the presentation:
 - **Standard 1: Policy**
 - **Standard 2: People**
 - **Standard 3: Procedures**
 - **Standard 4: Accountability**



- Soft ball (if running the game this way)
- PPT slides



- Resource 14: Child safeguarding standards
- Tool 8: PPT slides
- Handout 10: Questions for competition



NOTES TO THE FACILITATOR

This activity will now look more granularly at what needs to be in place in National Societies. It will show the necessary steps to lay the foundation of organisational child safeguarding policies and procedures.



PROCEDURE

- 1 Divide participants into groups, giving each group paper and markers.
- 2 Explain that each group will need to answer the questions (as below) by writing down as many answers as they can for each question.
- 3 To make the session more participatory and competitive, the activity can be run as game. By throwing a soft ball, whichever participant catches it will contribute an answer. That participant will then throw the ball to another participant and so on. Adjust the activity if any participants have mobility issues.
- 4 Write the answers on a flipchart, trying to group the answers by the four standards:

Standard 1: Policy

Standard 3: Procedures

Standard 2: People

Standard 4: Accountability

- 5 Once all questions have been asked and answered, have a short recap with the group on main points, suggesting answers that were missed as listed below, bearing in mind that the answers below are not exhaustive.



Notes

Child safeguarding standards

The first **International Child Safeguarding Standards** were launched in 2002 by a coalition of relief and international development agencies that later became known as **Keeping Children Safe**. The Standards represent a commitment by those working with and for children to ensure that their organisations “do no harm” and that they meet the responsibilities set out in the **UN Convention on the Rights of the Children** to protect children from all forms of abuse, neglect, exploitation, and violence.

What are the standards? The four globally recognised Keeping Children Safe standards are now used widely in all sectors to ensure best practice in child safeguarding, as well as better accountability to those who are using or benefiting from the services of an organisation. Each standard outlines the key elements that should be put in place to keep children safe:

Standard 1: Policy

The development of a policy that describes how an organisation is committed to preventing harm to children, outlining the steps that must be taken should an incident occur.

Standard 2: People

The identification of clear responsibilities and expectations for all staff and associates, supporting them to understand and act accordingly.

Standard 3: Procedures

The creation of a child-safe environment by implementing high quality safeguarding procedures that are applied in all programmes and activities.

Standard 4: Accountability

The regular monitoring and review of an organisation’s safeguarding measures.



Note

There is a difference between child safeguarding and child protection, as describe in the definitions below.

Child safeguarding: the responsibility that organisations have to ensure their staff, operations, and programmes “do no harm” to children and that any concerns the organisation has about children’s safety within the communities in which they work are reported to the appropriate authorities.

Child protection: in the international context describes the work being undertaken to strengthen laws, policies, and systems, which are designed to protect children in a given country in his or her own family and community.

(adapted from Keeping Children Safe, The Safeguarding Standards, <https://www.keepingchildrensafe.global/accountability/>)

QUESTIONS FOR COMPETITION

Why are policies and procedures important?

- Provide a roadmap for day-to-day operations
- Ensure compliance with laws and regulations
- Give guidance for decision making
- Streamline internal processes
- Reduce variation in how actions are taken
- Helps ensure staff and volunteers are compliant and have a sense of direction
- Helps ensure staff and volunteers know where to go for assistance
- Provide expectations around behaviour and performance standards
- Keep management accountable
- Can help defend against legal claims

Why are child safeguarding policies in particular needed?

- Creates a child-safe environment
- Protects children from abuse and exploitation
- Can promote healthy development in children
- Protects staff and volunteers by providing guidance
- Protects staff and volunteers by laying out a just process for handling allegations
- Helps leadership understand the organisational risks and potential harm



Who do child safeguarding policies protect?

- Children
- Staff
- Volunteers
- Managers
- The organisation (reputational risk)
- Partners

What are the general principles of a child safeguarding policy?

- Children have the right to be protected and kept safe from harm
- It is a shared responsibility to protect children (all staff and volunteers, plus those on contracts, temporary staff, etc.)
- The organisation should remain accountable toward affected populations
- The best interests of the child should always prevail and be paramount

What are the general elements of a child safeguarding policy?

- Purpose of the policy
- Mission statement and values
- Overall principles
- Commitment to preventing, mitigating, and responding appropriately to harm (risk assessment)
- Objectives (The problems the policy is trying to address, such as: children's safety, best interests of the child, how to manage disclosures, etc.)
- Roles and responsibilities
- Procedures that apply across departments and the organisation
- Legal framework
- Code of conduct
- Safe programme design
- Report and monitoring



Remote training tip

Use a platform that allows breakout rooms so each group can discuss their angle to the situation.



ACTIVITY 2.1.4 HARMFUL PRACTICES



45 minutes



- Understand the context of how harmful practices may happen.



- Explore where harmful practices can happen and how to recognise them.
- Identify harmful behaviours that can be regulated by a child safeguarding policy and those that need a broader child protection/community response.



- Cut the harmful behaviours into cards and keep some cards white.



- Copies of harmful behaviours cards
- Flipcharts (to create the big poster)



- Handout 11: Harmful behaviours cards



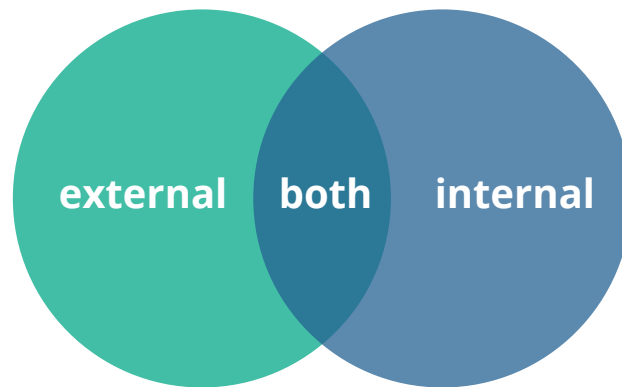
NOTES TO THE FACILITATOR

This activity will build on the previous one and will further explore risks and where they might happen. It is important to explain that risks might happen inside and outside the National Society, at family and community level, and mechanisms should be in place to identify and mitigate them.



PROCEDURE

- 1 Introduce the topic to the group by mentioning that risks of violence and harmful behaviours can happen everywhere.
- 2 Ask participants to gather at the centre of the room (bearing in mind mobility issues), around a big poster (a large piece of paper) representing two circles overlapping in the middle (as pictured below). Explain to the group that one circle represents the National Society (internal organisational level) and the other the community (external environmental level). The middle is representing where harm might happen at both levels, organisational and environmental. Give each participant a card where harmful behaviours are written.



- 3 Ask participants to read aloud what is written on each card and decide where the harm is most likely to happen, placing the card on the relevant circle on the poster. Some of the cards are left blank on purpose to give participants the option to write their own examples.
- 4 At the end, when all the cards are placed on the poster, ask participants to look at it and to think about:
 - Which circle has the most harmful behaviour cards? Internal or external? Or in the middle?
 - Why is this happening?
 - Do you think that activities/ programmes might be responsible for causing/exacerbating those harmful behaviours?
 - Can the National Society play a role in this?
 - What can be the role of staff and volunteers?
 - Can harmful behaviours be prevented?



Remote training tip

Whiteboards can be a good option for this activity. Facilitators can draw the circles and participants can place dots or figures inside.



Harmful behaviours cards





ACTIVITY 2.1.5 CHILD SAFEGUARDING POLICIES AND STANDARDS



60 minutes



- Understand the key elements of child safeguarding and its core components.



- Explore what is regulated by a child safeguarding policy.
- Understand self-assessment measures and mechanisms in place in the National Society.



- Prepare some slides on key elements of child safeguarding policies by linking them to CRC and CPMS.
- Prepare copies of the self-assessment to be distributed to the participants.



- Copies of self-assessment
- Copies of IFRC child safeguarding policy



- Resource 15: Categories of harm and abuse
- Tool 8: PPT slides
- Handout 12: Self-assessment



NOTES TO THE FACILITATOR

Child safeguarding is a core policy that sets the organisation's responsibility to ensure staff, operations, and activities do not expose children to harm and safety risks. "Do no harm" is a core principle that highlights everyone's responsibilities, as part of the accountability framework of an organisation, to avoid and minimize exposure of children to unintended harm that may happen while engaging with children and during operations.

If a policy is not in place, the IFRC's Child Safeguarding Policy should be used until the National Society develops its own policy. There are a range of ways that a National Society can self-assess whether it is a child-safe organisation or if improvements are needed. This activity offers an example of how to self-assess the internal procedures and mechanisms in place within the National Society to guarantee a conducive environment for keeping children safe.



PROCEDURE

- 1 Run through key elements of the child safeguarding policy, by linking to international frameworks and standards (like CRC, CPMS, etc.). Similarly, point out related policies of the National Society or IFRC that are relevant. (These might include the Code of Conduct, policy on PSEA, etc.)
- 2 At the end of the presentation, distribute copies of the self-assessment to the participants (one per table /group) and ask them to use the tool to assess measures and mechanisms in place in the National Society. This tool will help to determine what is in place and what needs to be improved or set-up.
- 3 Explain that each group/table should read the statements included in the list and determine whether they are in place, need improvement, or are not in place.



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Statements ⁶²	In place (green)	Partially in place (yellow)	Not in place (red)
The National Society has a written child safeguarding policy.			
Staff and volunteers are required sign off on the policy.			
The policy is easy to be read and it fully explains principles, responsibilities, and ethics.			
The policy is available to everyone and easy to be consulted.			
The policy clearly states that the best interests of the child is paramount and always up-front.			
All staff and volunteers would have training/induction on child safeguarding.			
The policy is clear that all children have equal rights to protection, regardless of their background, origin, ethnicity, gender, age, religion, disabilities, or sexual orientation.			
Recruitment processes have strong child safeguarding checks in place. Recruitment adverts, interviews, and contracts all outline a commitment to child safeguarding.			
The National Society is a conducive environment where child safeguarding issues are raised and discussed.			
There is a safe and appropriate reporting system in place where incidents can be reported and responded to according to legal and local systems.			
Risk mapping is used as a tool to identify and mitigate child safeguarding risk at different levels (internal, external, and both).			
Resources are available to implement the child safeguarding mechanisms.			
Information about reporting mechanisms are shared internally and with children.			
Monitoring mechanisms are in place to monitor compliance and implementation of the policy.			
Learning opportunities are in place to strengthen knowledge and capacities within the National Society.			

62 There are a range of ways that a National Society can self-assess whether it is a child safe organisation. This is an example of self-assessment that can be used to help National Societies to recognise their preparedness in child safeguarding and where there is need for further improvement. Other forms of self-assessment can be used instead.



Notes

Categories of harm and abuse⁶³

Abuse

A deliberate act with actual or potential negative effects upon a child's safety, well-being, dignity, and development. It is an act that takes place in the context of a relationship of responsibility, trust, or power.

Emotional maltreatment

'Maltreatment' includes any action, including the failure to act, that results in harm, potential for harm, or threat of harm to a child. It occurs in a range of settings and may be committed by parents or caregivers, family members, those in positions of authority, strangers, and even other children. Maltreatment has serious short- and long-term effects on the psychological or emotional well-being of the children. Also called psychological maltreatment.

Exploitation

When an individual in a position of power and/or trust takes or attempts to take advantage of a child for their own personal benefit, advantage, gratification, or profit. This personal benefit may take different forms: physical, sexual, financial, material, social, military, or political. Exploitation may involve remuneration in cash or in kind (such as social status, political power, documentation, freedom of movement, or access to opportunities, goods, or services) to the child or to a third person/s.

Neglect

The intentional or unintentional failure of a caregiver – individual, community, or institution (including the State) with clear responsibility by custom or law for the well-being of the child – to:

(a) protect a child from actual or potential harm to the child's safety, well-being, dignity, and development or

(b) to fulfil that child's rights to survival, development, and well-being

when they have the capacity, ability, and resources to do so.

Harm may be visible or invisible. An act may be categorised as neglectful whether or not the caregiver intends to harm the child.

Sexual violence

Any form of sexual activity with a child by an adult or by another child who has power over the child. Sexual violence includes both activities that involve body contact and those without body contact. Also referred to as child sexual abuse.



Remote training tip

Use a platform that allows breakout rooms so each group can discuss their angle to the situation.

⁶³ The Alliance, Minimum Standards for Child Protection in Humanitarian Action, 2019, op.cit.



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ACTIVITY 2.1.6 DO'S AND DON'TS



45 minutes



- Operationalise understanding of child safeguarding policies and procedures.



- Explore some of the practical things that can be done operationally to keep children safe.
- Highlight key Do's and Don'ts.



- Prepare slides and notes. Take account of the local context and the National Society policies when preparing the discussion on Do's and Don'ts.
- Print out copies of the Do's and Don'ts list.



- Flip chart paper and markers
- Copies of the Do's and Don'ts list



- Resource 16: IFRC child safeguarding policy⁶⁴
- Tool 10: Do's and Don'ts list



NOTES TO THE FACILITATOR

In earlier parts of this toolkit, different elements of child protection and child safeguarding were explored, highlighting the importance of having standards and mechanisms in place to guarantee accountability. This activity will build on this journey and will help participants to explore other elements that can contribute to protection and safeguarding, based on IFRC's policy.



PROCEDURE

- 1** Emphasize that, in addition to a child safeguarding policy, many other elements contribute to ensuring that an organisation is safe for children.
- 2** Ask the group to come up with a list of Do's and Don'ts. Ask the participants to say how staff and volunteers who come into contact with children should and should not behave.
- 3** Below are some possible answers (derived from the IFRC Child Protection Policy).

64 IFRC child safeguarding policy can be found here: <https://media.ifrc.org/ifrc/document/child-safeguarding/> (accessed on 19 July 2021)



Do's and Don'ts Lists

Do's

- All activities involving children are supervised by personnel; personnel should be of the same sex if this enhances a child's protection. The number and gender balance of personnel will be determined by the sex, age, and capacity of the children. There should always be sufficient staff or volunteers, taking account of the skills and qualifications that are required to consistently fulfil the task or role required. Wherever possible, more than one adult should be present when working with children.
- Personnel must use computers, mobile phones, video cameras, cameras, and social media in a manner that complies with National Society and IFRC media policies.
- Personnel must comply with policies on safe media when working with children or other vulnerable populations.
- Personnel must comply with all relevant laws on child labour.
- Personnel must immediately report concerns or allegations of child exploitation and abuse and non-compliance with any child protection policy. They must comply with IFRC procedures and the laws of the country.
- Personnel must immediately disclose all charges, convictions, or other outcomes of an offence that occurred before, or occur during, their association with the National Society or IFRC, in particular, any offence that relates to child exploitation or abuse.
- Before photographing or filming a child or using a child's image for work-related purposes, personnel must:
 - Obtain informed consent⁶⁵ from the child and parent or guardian of the child. When seeking consent, personnel must explain how the photograph or film will be used.
 - Endeavour to comply with any cultural restrictions on the reproduction of personal images.
 - Ensure that photographs, films, videos, and DVDs present children in a dignified and respectful manner rather than as vulnerable or submissive. Children should be adequately clothed and should not adopt poses that might be considered sexually suggestive.
 - Make sure images are honest representations of the context and the facts.
 - Ensure that file labels, metadata, or text descriptions do not identify a child when images are mailed electronically or published in any form.

⁶⁵ This would be informed assent from children.



Don'ts

- Do not undertake any activity or programme with a child without obtaining, explicitly and in advance, the informed consent of his or her parent(s) or guardian(s), or authorisation from the relevant authorities in the case of street children and unaccompanied children.
- Never leave a child unsupervised with a visitor to a programme or event that the IFRC or NS arranges.
- In general, personnel should never work alone with a child in a location that is secluded or in which they cannot be observed. (Personnel may work alone with a child in locations that have visibility panels or windows in the doors.) If possible, any person working alone with a child should be of the same sex as the child.
- Personnel should not invite an unaccompanied child into their home unless the child is at immediate risk of injury or in physical danger and there is no other option. In such cases, the adult concerned should advise his or her supervisor of the action taken.
- Personnel should not sleep close to an unsupervised child unless absolutely necessary. In such a case, the adult in question must obtain his or her supervisor's permission, and ensure that another adult is present, if possible, the child's parent or guardian. In all such cases, the personnel in question should be the same sex as the child.
- Personnel must never use computers, mobile phones, video cameras, cameras, or social media to exploit or harass children or access material that exploits children through any medium.
- Personnel must not speak to a child or behave before a child in a manner that is harassing, abusive, sexually provocative, demeaning, or culturally inappropriate.
- Personnel must not use physical punishment on any part of the body of a child.
- Personnel must not hire a child for domestic or other labour that is inappropriate for their age or developmental stage, that interferes with the time that is available for education and recreational activities, or that places the child at significant risk of injury.



Remote training tip

This session can be managed in plenary. You can have people call out their suggestions or utilise the chat function. Depending on the platform, this activity can be run by using the polling feature. The polling feature allows facilitators to create single choice or multiple choice polling questions. Once launched, the answers will be gathered and visible to all participants. Word clouds or whiteboards can also be used to gather feedback. The polling feature allows participants to contribute anonymously.

Another way to run the activity is to ask participants to express their thoughts by using emoticons/emojis and feedback icons. Ensure all participants know where to find the emoticon buttons.



ACTIVITY 2.1.7 MANAGING A DISCLOSURE



60 minutes



- Think through the practical responses that would be needed when a disclosure of abuse is made.



- Know how to respond to concerns around child protection, considering that the best interests of the child should always come first.
- No child should be put at more risk by any humanitarian action.



- Prepare enough copies of the case study to be distributed to the participants.



- Flip chart paper and markers
- Copies of the case study



- Handout 13: Case study
- Handout 14: Activity notes



NOTES TO THE FACILITATOR

Disclosures are a likely and significant part of practitioners' work. It is important that practitioners know what to do if a child discloses abuse. To prepare for this activity, it is good to keep in mind previous activities, where concepts like risks, roles, and responsibilities were presented. This activity is the close-out of the session, and as such, will benefit from the previous learning.



PROCEDURE

- 1 Divide the participants in subgroups and hand out copies of the case study.
- 2 Ask each subgroup to answer the questions included in the case study and to write them on flip chart paper. Depending on the time available, you can invite everyone to answer questions about all the players in the scenario (the child, family members, etc.). Alternatively, you can ask each subgroup to answer questions on one player, but more thoroughly.
- 3 Back in plenary, invite one subgroup to speak about the child, another to speak about the family, etc. Give other participants an opportunity to add their ideas on what is presented by others.
- 4 At the end of the exercise, share copies of the case study notes.

Exercise Case study

In a refugee camp

In a refugee camp, a volunteer of the National Society is accused of sexually abusing a girl who lives in the camp. He has been running activities for children for several months. The parent has reported him to you because you are a Red Cross Red Crescent staff member.

Questions:

What steps do you take in response? Consider how the National Society should respond to the child, to the family of the child, to the volunteer who has been accused, to staff, to the camp as a whole, to the government.

In what order should steps be taken?

Could anything have been done to prevent this situation?

What barriers to effective action might exist? What might be done to overcome them?

Would the response be any different if the child was a boy? If the child had a disability?



Remote training tip

Use a platform that allows breakout rooms so each group can discuss their angle to the situation.

Also, the whiteboard option can be used for this activity. Each group can create its own white board on a separate platform or window from the one of the training, and at the end of the exercise, take a screenshot to be shared for the plenary session.



Notes

The child

- Ensure the immediate safety of the child by distancing the volunteer and asking the parent(s) to maintain the separation.
- Do not force the child to talk to you; this should be left to specialists.
- Obtain psychosocial support and provide the child access to health and legal services.
- Help the child to obtain any medical support she might need.
- Ensure confidentiality. Do not disclose the identity of the child to staff or volunteers.

The child's family

- Support the family as much as possible. Help them to feel safe and seek a resolution. (For example, assist them to make a complaint to the police if that is what they want.)
- Help them to obtain psychosocial support and access to health and legal services.
- Take action to ensure the child is not stigmatised.
- Ensure that the family is aware that the IFRC and the National Society both strictly forbid such behaviour.
- Reassure the family that the National Society will accommodate their wishes as much as possible, but that (if mandatory reporting⁶⁶ applies) it is necessary to report the situation to law enforcement or social welfare agencies (in compliance with local regulations).

The volunteer

- Depending on the volunteer structure, the accused volunteer's manager or a more senior member of staff must notify him of the allegation.
- A senior National Society staff member should monitor the accused volunteer's disciplinary procedure. While the allegation is investigated, the accused volunteer should be suspended.
- Any investigation should be clearly documented.
- The accused volunteer should be informed that the investigation will be confidential, how it will be conducted, and what the possible outcomes are. He should also be informed of his rights during the process, and that the safety of the child is paramount.
- The volunteer should not be allowed to enter the refugee camp during the investigation.
- If the investigation finds that the accusation against the volunteer is well-founded or that he is a risk to children:
 - The volunteer should no longer be permitted to enter the camp at any time.
 - Senior National Society staff should inform the volunteer that he can no longer be a volunteer and explain why.
 - The circumstances of the volunteer's dismissal should be documented so that the National Society has a record and can explain the grounds of the dismissal. (Data protection rules should be respected.)
 - The allegation should be reported to the police in compliance with the National Society's procedures and local law.
- If the investigation finds that the accusation is not true, senior National Society staff should follow relevant procedures and consider what options are available, including redeployment to another setting, psychosocial support, and legal advice.

⁶⁶ Mandatory reporting may be dependent on legal context of country and also National Societies. It is important to reflect on how this applies in the best interests of the child, especially in case reporting may lead to exposing survivors to more difficulty in the process.



Staff

- Staff should ensure that all volunteers are appropriately vetted and work in pairs.
- The National Society should make psychosocial support available to manage staff and volunteer reactions to the case.
- Staff should be made aware that neither staff nor volunteers should conduct their own investigation into such allegations. They should inform managers in accordance with National Society legal protocols.
- Staff should respect the confidentiality of every person involved.

Management

- If appropriate policies are not in place when the allegation is made, managers should make their development a priority. Policies should include a child protection policy and code of conduct. Recruitment procedures should include checks that guarantee child safety. Human resources should establish procedures for dealing with staff and volunteers who act inappropriately.
- Managers should establish a confidential community-based complaint mechanism, or similar reporting system (such as Integrity line⁶⁷), open to service users, partners, staff, and volunteers.
- They should create a culture that expects all staff and volunteers to prioritise child protection.
- They should work with child protection specialists to determine whether other children may have been victims and, if so, how that risk should be investigated.
- They should ensure staff and volunteers are aware of survivor-centred approaches and trained to apply them.
- They should put in place and monitor a referrals process that gives a child at risk, and his or her family, access to local support services. (If a system is not in place, it should be set up at once.)
- They should prioritise the child's safety and communicate this priority to all staff and volunteers.

Wider camp

- Until the investigation has been concluded, great care should be exercised when giving out any information about the volunteer's exclusion from the camp, the allegations against him, or the investigation of those allegations.

Government

- The police or an authorized government agency should investigate allegations of child abuse.
- If a government agency has overall responsibility for the camp's management, it will need to be asked to secure the camp and exclude the accused volunteer from access to the camp during the investigation (and permanently exclude him if he is deemed to be a risk to children).
- If the accused volunteer is deemed to be a risk to children, government authorities should take steps (in accordance with national regulations) to ensure that no other agency recruits him.

⁶⁷ Report any alleged misconduct or integrity incident, such as corruption, fraud, sexual exploitation and abuse, harassment, unethical behaviour, child abuse, security incident, information security or staff health incidents – online at <https://ifrc.integrityline.org> or send an email to speakup@ifrc.integrityline.org.



MODULE 2, SESSION 2

CHILD PROTECTION MECHANISMS IN PROGRAMMING

Introduction

It is important to keep in mind that child safeguarding is necessary to prevent and protect children from experiencing any form of abuse, violence, or exploitation. As previously explored in this module, it is fundamental to have in place mechanisms that recognise risks (internal and external) and mitigate them so that fewer incidents occur. If the National Society promotes a conducive environment where children are kept safe, their needs are met, and their rights fulfilled, always keeping their best interests upfront, children will have the opportunity to develop to their full potential for a bright future.

Consequently, policies and procedures are necessary to make sure National Societies, their staff, operations, and programmes *do not harm* children and work to avoid exposing children to further risks, threats, and abuse. In this regard, as previously presented, it is important to keep in mind the “do no harm” principle and related accountability mechanisms needed to guarantee safeguarding and protection to children.

Acknowledging risks and implementing measures to address them is fundamental to organisations' strategies and accountability toward affected populations. The more safeguarding is acknowledged, the more risks can be prevented and addressed appropriately. Key elements to support the establishment of this safe environment will be:

- 1. Personnel and recruitment:** to have standardised safe recruitment processes that ensure the National Society hires suitable staff to work with children. As part of their induction to their work, National Society staff and volunteers should also be introduced to child safeguarding policies and understand their associated roles and responsibilities. In the event that an inappropriate incident is witnessed, suspected, or alleged, staff and volunteers should know what reporting mechanisms are available to ensure that no further harm is caused to the child.
- 2. Management:** at different levels: to facilitate the implementation of child safeguarding standards and procedures. It is important to keep management aware of their roles and responsibilities in making sure that children are safe. This includes ensuring staff working and engaging with children are supported and have the right tools in place, such as necessary procedures and training. Managers should also know the policies of how to respond to an inappropriate incident and ensure correct actions are taken.
- 3. Learning:** To build competencies and create learning opportunities to develop and maintain the necessary skills and understanding to safeguard and protect children. Training ensures that teams and management work to the same standards and principles (see Module 1). It also builds knowledge and guidance on how to safely engage with children, including how to properly communicate with them, and to understand appropriate behaviours and practices.
- 4. Communication:** to have internal guidelines on data protection and management. It is essential to have internal procedures on confidentiality, informed assent and consent, and use of data. These procedures emphasise the importance of protecting children's dignity and privacy, and help avoid inappropriate use of information and images.
- 5. Monitoring and reporting:** to document information for the benefit of the child and wider programme. Information should be collected to ensure that each programme is having the intended impact, both for the individual child and the wider community being served. Only necessary information should be collected, and data should only be retained according to organisational guidelines and in safe and secure formats. Data protection mechanisms should be in place to guarantee confidentiality at all stages of programming.



Learning outcomes

- Understand the structures that need to be in place to safely engage and work with children
- Explore mechanisms in programming that can support the inclusion of child protection principles and standards, along with safeguarding policy and procedures
- Be aware of how to respond to protection and safeguarding incidents related to children as an organisation



Outline



Length of session:

3.5 hours



Key messages

- Certain programme mechanisms are necessary to establish a conducive environment that helps protect children and keep them safe.
- Everyone’s contribution is important to guarantee that procedures are in place and fully respected.
- Establishing guidelines and practical procedures are important and underline the roles and responsibilities at sector/ departmental levels.



Session objectives

This session will:

- Explore key elements and procedures that are needed to build a conducive environment for child protection and safeguarding in programming.
- Determine roles and responsibilities at various levels and the importance of everyone’s contribution toward protection and safeguarding.
- Outline the benefit of having the key mechanisms and procedures in place within the National Society to protect children and keep them safe.



Learning outcomes

After this session, participants will be able to:

- Identify possible obstacles and challenges to implementing child protection standards and procedures in the National Society.
- Explore safeguarding and protection mechanisms across sectors and departments to run safe programming.
- Identify strategies or steps National Societies can take to guarantee the effective implementation of those mechanisms (internal and external) and know how to overcome barriers.



Resources, tools, and handouts

- Resource 17: GDPR compliance checklist
- Resources 18: Red Cross Red Crescent guidelines on media and communications work with children who are refugees, asylum seekers, or survivors of trafficking
- Tool 8: PPT slides
- Handout 15: Terms and definitions strips
- Handout 16: Guiding questions
- Handout 17: Scenario (part one and two)
- Handout 18: Roles cards
- Handout 19: Scenario
- Handout 20: Characters cards
- Handout 21: Quiz
- Handout 22: Case study
- Handout 23: Scenarios
- Handout 24: Group exercise
- Handout 25: Case study
- Handout 26: Risk scale
- Handout 27: The wheel
- Handout 28: Evaluation form



ACTIVITY 2.2.1 MATCHING CHILD PROTECTION DEFINITIONS: A REFRESHER EXERCISE



25 minutes



- Familiarise participants with common child protection language.



- Test knowledge and learning.



- Copy the list of terms and definitions (enough for one for each table) and cut them into strips.
- Put list of terms in one envelope and definitions in another envelope, ensuring they are mixed up and not still in order of how they were cut.
- Give each table one term envelope and one definition envelope.



- Strips and envelopes



- Handout 15: Terms and definitions strips



NOTES TO THE FACILITATOR

This activity builds on concepts and definitions introduced during Module 1 and the first session of Module 2. It also offers the opportunity to clarify some of the key terms used in child protection and child safeguarding by providing a comprehensive overview of their meanings and importance. The aim is to elicit knowledge acquired and to explore possible gaps in the learning process. Concurrently, it provides an opportunity to further strengthen and increase knowledge and awareness of requirements in programming, based on roles and responsibilities.



PROCEDURE

- 1 Divide participants into groups and give each group the envelopes which contain the terms and definitions strips. Explain to participants that the envelopes are different, with one including the terms cut into strips, while the other contains the definitions cut into strips.



- 2 Explain to the groups that there will be a competition and each group will need to match each term and definition correctly.
- 3 Give teams 10 minutes to play the game and do the matching. The first team that finishes will be the first to share the answers in plenary.
- 4 While providing the answers, ask the other groups to determine if the answers given are correct.
- 5 Elicit discussion from the large group, collect feedback from the participants and reinforce the learning, where necessary, with further explanation and information.

Terms and definitions strips

▼ Term	▼ Definition
Abuse	...a deliberate act with actual or potential negative effects upon a child's safety, wellbeing, dignity, and development. It is an act that takes place in the context of a relationship of responsibility, trust, or power. Child abuse covers four main types of harm to children including physical, sexual, and emotional abuse and neglect.
Affected Persons	...refers to persons who look to or benefit from Red Cross Red Crescent (RCRC) protection or assistance. This may include any person in the country or local community where RCRC are operating.
Best interests of the child	...should be a primary consideration in reaching decisions about a child. It refers to the well-being of a child and is determined by a variety of individual circumstances (age, level of maturity, the presence or absence of parents, the child's environment, and experiences).
Child safeguarding	...the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children. It includes policy, procedures, and practices to prevent children from being harmed by humanitarian organisations, as well as steps to respond and investigate when harm occurs.
Community-Based Complaints Mechanisms (CBCM)	...refers to trusted channels through which members of an affected community can safely report complaints and seek help. It builds on engagement with the community where individuals are able and encouraged to safely report grievances in a confidential way if needed and those reports are referred to the appropriate entities for follow-up and response.



Community engagement and accountability (CEA)

...is an approach to Red Cross Red Crescent programming and operations.

...is the process of and commitment to providing timely, relevant, and actionable lifesaving and life-enhancing information to communities. It is about using the most appropriate communication approaches to listen to communities' needs, feedback, and complaints, ensuring they can actively participate and guide RCRC actions.

Do no harm

...ensures humanitarian operations do not have any negative effects endangering affected persons, for example, as a result of services and activities.

...aims at reducing overall risks to and vulnerability of people, including potentially negative effects of humanitarian aid.

Exploitation

...when an individual in a position of power and/or trust takes or attempts to take advantage of a child for their own personal benefit, gratification, or profit.

...personal benefit may take different forms: physical, sexual, financial, material, social, military, or political.

Neglect

...the intentional or unintentional failure of a caregiver – individual, community, or institution (including the State) with clear responsibility by custom or law for the well-being of the child – to protect a child from actual or potential harm to the child's safety, well-being, dignity, and development or to fulfil that child's rights to survival, development, and well-being.

Harm may be visible or invisible.

Prevention and Response to Sexual Exploitation and Abuse (PSEA)

...refers to policy, rules, and actions intended to prevent RCRC personnel from engaging in any form of sexual exploitation and abuse and to respond where it has occurred.

Retaliation or retaliatory action

...refers to any direct or indirect detrimental action taken because an individual has been the victim of or reported in good faith a suspicion of alleged misconduct, such as sexual exploitation or abuse, or participated in an authorized audit or investigation.

...it may include denial of aid or inequitable allocation of assistance, adverse administrative actions, verbal abuse, or harassment.



Sexual Abuse

...any form of sexual activity with a child by an adult or by another child who has power over the child.

Sexual violence includes both activities that involve body contact and those without body contact.

Sexual and Gender-based violence (GBV)

...an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females and unequal power relationships.

It can be physical, emotional, psychological, or sexual in nature, and can take the form of a denial of resources or access to services. It inflicts harm on women, girls, men, and boys.

Sexual Exploitation

...any actual or attempted abuse of position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially, or politically from the sexual exploitation of another.

Whistle-blower

...refers to an individual who reports a concern regarding wrongdoing. These individuals provide information, based on a reasonably held suspicion that a wrongdoing has occurred.

Zero tolerance

...refers to RCRC Movement approach to not allowing staff and volunteers to engage in any form of sexual exploitation or abuse. In practice, this is a commitment to immediate operational response when a concern is raised and an obligation on any staff, volunteers, and associated personnel to report concerns as soon as they arise.

It includes protection of, and non-retaliation towards, whistle-blowers or anyone else reporting concerns. This approach to SEA includes a prohibition on transactional sex by aid personnel, regardless of local legislation.



Remote training tip

As part of adult learning processing, self-direction represents a good way to give space to participants to challenge themselves and self-support their learning.

This activity can be done virtually by either dividing the groups in breakout rooms or by giving participants an individual self-administered pop quiz. This type of quiz will allow participants to play individually and to self-check their knowledge.

Different free options exist online, offering the opportunity to create competition settings.



ACTIVITY 2.2.2 EXTERNAL AND INTERNAL COORDINATION



90 minutes



- Understand the purpose and challenges of coordination.
- Recognise that forms of coordination change according to the context.
- Consider internal and external coordination.



- Review coordination in humanitarian settings of protection and assistance to child migrants.
- Consider how responsibilities can be shared to ensure child protection needs are covered.



- Select in advance the slides you want to use (to fit the length of the session).
- Prepare copies of the exercise 'Coordinate the child protection response for migrant children' and cut them in strips, to be distributed to participants.
- If you have more roles than participants, remove a couple, being thoughtful about which roles you remove.



- Strips and envelopes



- Handout 16: Guiding questions
- Handout 17: Scenario (part one and two)
- Handout 18: Roles cards



NOTES TO THE FACILITATOR

Good coordination is critical to an organised and thorough response. Having child protection professionals involved in coordination ensures that migrant children's protection needs are considered at each stage of a response. Coordination allows stakeholders to share responsibilities, ensure coverage, and minimise or avoid duplication. It permits a comprehensive response across the National Society and sector and enables volunteers and staff to respect the *do no harm* principle.



PROCEDURE

Part one

- 1 Explain to the participants that they will engage in a role-play activity. Each participant will be asked to play a role as a representative of different organisations.
- 2 Give each player a piece of paper that contains his or her role and script. (See box below.) Allow them to embellish their role as needed, but not to change it.
- 3 Give participants time to think about their role and to prepare their performance. Acknowledge to the participants that the roles they play may be unfamiliar to them.
- 4 Read aloud the scenario and check with the participants if there are any questions. Keep the scenario visible (PPT slide) during the whole duration of the role-play.
- 5 Underline that the point is to learn the complexities of coordination, and how to work in larger systems. Give participants 15 minutes to practice the role-play.
- 6 At the end, ask the group to discuss the following questions:

GUIDING QUESTIONS

- How did their efforts to coordinate go?
- What were the challenges?
- What were the successes?
- Did anyone consider specific groups of children (children with disabilities, LGBTIQ, etc.)?
- What gender, age, and disability issues emerged? Were some issues overlooked?
- How did you know that everyone who needed to be involved was involved?
- Who might have been left out?
- Did anyone map the actors (document who was there and what they were doing)? If they did, was the national child protection system in the mix?
- Focusing on the National Society, was the debate familiar? Is it familiar in the wider Movement?
- Does the exercise provide insights into your own work in your National Society? Or your work in the Movement?
- Did the exercise suggest that you could improve your National Society's response to crisis, or its protection of children?
- Think about your current role and why you are here. Do key people in your National Society know you and rely on you in situations like the one in the exercise? How can you make sure they involve you when they should?



Roles cards

▼ Role

▼ Background information

United Nations High Commissioner for Refugees (UNHCR)	You have responsibility for the overall coordination of refugee situations. You know that you need to set up a protection working group and a child protection working group. Many actors are present on the ground but you don't know who they are. Some are newly established NGOs created in response to this crisis. (Note: UNICEF is not present at this time.)
National Society, Disaster Response lead	Many migrants are arriving in your country. You are under pressure to respond but have no clear direction. You do not feel you have support.
National Society, Protection lead	Many migrants are arriving. You know there are many protection concerns about children but it does not appear that any organisation is addressing them. You cannot find out who is leading the response. You have received information that girls are being sexually assaulted and forced into child marriage. Journalists have reported that hurt and disabled people are stuck without support.
National Society, International team lead	Many migrants are arriving. You have been in touch with other National Societies in countries through which migrants have already passed. You have discussed migrants' needs with them.
IFRC	You have recently arrived in the country. It appears that the National Society is struggling to respond. Partner National Societies are offering to provide services and support.
ICRC	Your team is supporting migrants who have been detained. It is also assisting the National Society to restore family links.



▼ **Role**

▼ **Background information**

Partner National Society

You are from a Partner National Society. You have seen media reports that the host National Society is struggling to respond. You have offered to send an experienced mobile health care unit, but the National Society has not yet replied. You decide to go to informal refugee camps to offer migrants there the health care they clearly need.

Representative of a large international NGO that focuses on children

Your team has just set up a shelter for unaccompanied minors. You are swamped by the need. Referral arrangements have not been very successful.

Representative of a medium sized, relatively new international NGO that focuses on refugee rights

Your organisation has been working with migrants and migrant families. Many families are now 'stuck' and do not know what to do. The children are tired, hungry, ill, and not in education. Frustrated by the ineffectiveness of the government and the response of NGOs, you have been speaking out in the media.

Representative of an international refugee NGO

Your NGO has been organising food distribution in several countries. You have observed a number of quite young children who are on their own, or with other children but without an adult.

Representative of a new children's NGO

You are a new charity that has started to provide activities for migrant children. You offer your services primarily to camps and shelters.



▼ **Role**

▼ **Background information**

Representative of a local women's organisation

You are an operations manager in a local women's organisation. It works on rape, sexual assault, child marriage, FGM, arranged marriage, and honour killings. You have heard reports that many girl migrants are being forced into child marriages. You have also heard about many sexual assaults. You have asked the local government, UNHCR, and some of the international NGOs to join a discussion on how to respond, but so far have been ignored.

A senior local government official

You are an official in the local government, responsible for coordinating the response. You have handled emergencies before, though you have never managed an emergency of this magnitude. You are not familiar with migration-related issues and do not know which organisations you should contact to obtain the expertise you need.

A child

You are 15 years old. You recently arrived in the country on your own. You are scared and do not know where to go or how to get help.

Excercise First scenario

Large numbers of migrants are moving across Europe, escaping political instability in a nearby country. They are travelling through your own and neighbouring countries. Some migrants came through earlier, but recently their numbers have sharply increased. Many of the migrants are children. They include unaccompanied and separated children (UASC).



- 7** After the discussion, explain to participants that you want to highlight three points about coordination before continuing the group discussion.

▼ **First, suggest what good coordination does.**

- Makes sure action to protect children is prioritised, efficient, predictable, and effective
- Reduces duplication and avoids incomplete responses. It ensures there is a response to particular needs
- Enables actors to agree shared objectives and organise a sensible division of labour
- Strengthens national and community-based child protection systems

▼ **Second, clarify the purpose of coordination.**

Coordination is not a goal. It is a tool to improve humanitarian response. To do this, it must add value. Specifically, it does this by ensuring a response is:

- Better (in terms of quality)
- More timely
- Less costly
- Less wasteful

▼ **Third, coordination is a tool that must deliver results.**

Because it is not an end but a tool that must deliver results, good coordination is essentially an empirical matter: it changes shape to meet its purpose. It can be formal or informal. Above all, it must work.

So context is important. For example:

- Is the situation you are in an emergency? A protracted crisis? A transition phase? A recovery phase? A state different from these?
- Who are the actors?
- What need is the coordination meeting? Does it concentrate action on protecting a group of migrant children in a dangerous location? Or bring a diverse range of regional actors together to co-ordinate global policies or advocacy on behalf of endangered migrant children? Both forms of coordination may be essential, but they are on very different scales and require quite different skills and processes.



Part two

- 8 Say that it is time to return to the exercise. Ask the participants to reassume their roles. Tell them that the situation has entered a new phase. Read loud the second scenario and give some time to the participants to think about it.
- 9 Divide the participants into small groups and ask them to discuss and to think about the following questions:
 - How have the coordination demands changed?
 - What new factors and concerns must be addressed?
 - How should organisations balance their different interests in a changing context, while still meeting the needs of migrant children?
 - How should they manage the expectations of their donors, if the programmes they funded stop or change suddenly because the situation has altered?
- 10 Bring participants back to plenary and discuss the findings. Make sure the participants understand the importance of being aware of other agencies and the work they do. Highlight how, to be effective and serve migrant children efficiently, it is essential to cooperate and to work to organisations' strengths. Mapping organisations and their activities makes an essential contribution to that effort. Highlight the importance of considering the wider system when addressing needs and responding to protection risks. Use the summary below to highlight key concepts.

Excercise Second Part of Scenario

The humanitarian response has moved from an emergency to a recovery phase. Though precise figures are not available, half to two-thirds of migrants in the country are likely to remain. The others will move on. There is not enough long-term (or even short-term) accommodation for this many people, and new migrants are still arriving (though most want to transit).



Notes

Summary

Cooperation

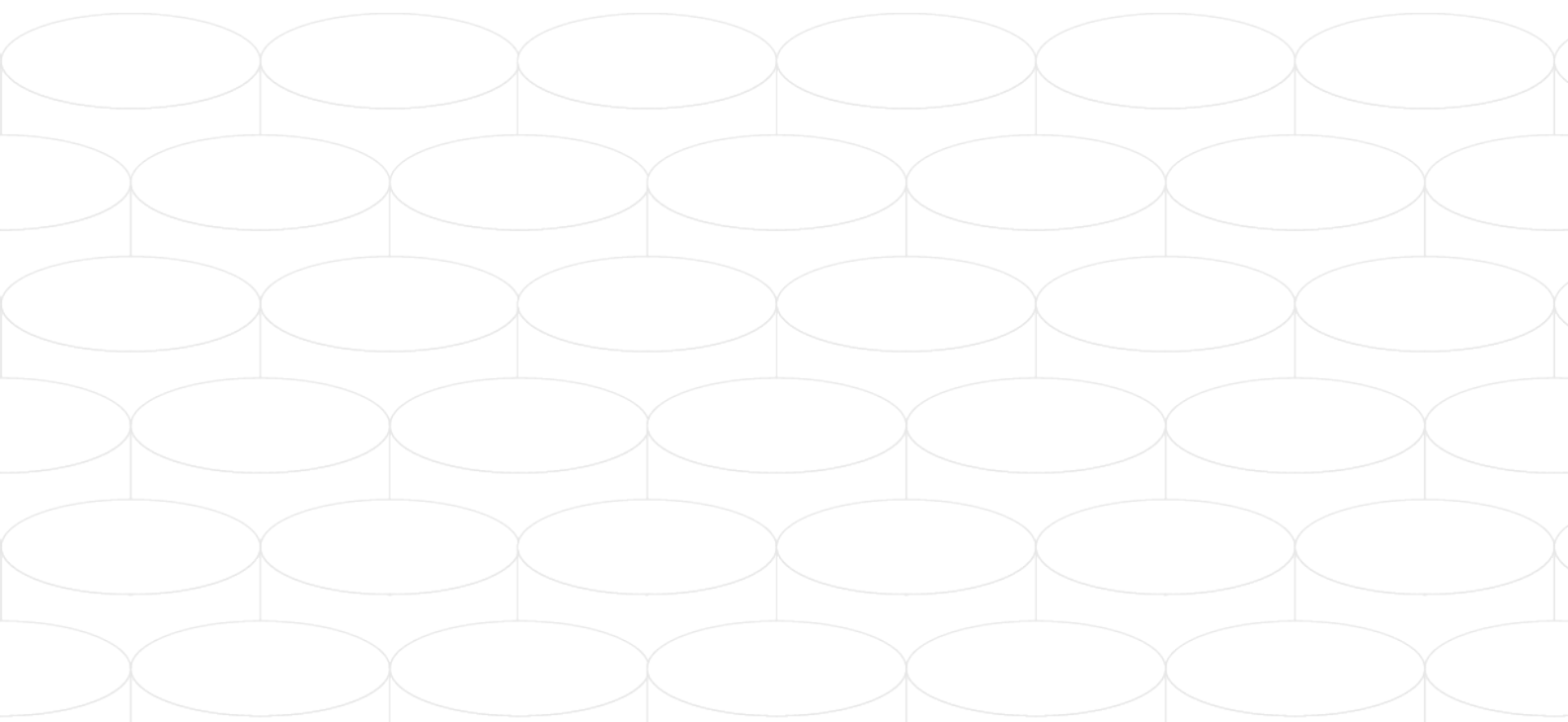
- Though the Red Cross Red Crescent Movement is global, it does not work in isolation.
- The coordination exercise in Module 2 was designed to help you think about who else your National Society needs to work with and who may have expertise or a mandate that complements or extends your Society's capacity.

Referrals

- Map out referral pathways for work with child migrants.
- Find out which organisations work in the sector and what they do. Find out to whom referrals can be made if concerns arise that are outside the remit or scope of the National Society.
- Where referral pathways are lacking, determine what response will be offered in the absence of another appropriate organisation taking responsibility.

Children becoming adults

- It is critical to remember that many welfare and protection programmes for children are age-bound. At 18, children become young adults and cease to be entitled to many forms of support and protection. The consequences differ from country to country but may affect their eligibility to receive education, health care, benefits, or to remain in the country they are in.
- Some National Societies have programmes for young adults.
- National Societies therefore need to plan how they will assist young adults through this transition, and also how they will separate their programmes from children who reach the age of 18 in a manner that is compassionate and constructive but consistent.





ACTIVITY 2.2.3 REFERRAL MECHANISMS



45 minutes



- Explore the key elements of a referral and be aware of what is included in a referral mechanism.



- Ensure that practitioners are aware of the safe steps of making a good referral.
- Understand the challenge of making referrals.
- Identify referral pathways and support services.



- Prepare a set of role cards that feature all the characters included in the story.
- Check if the scenario suggested should be adapted to the context.
- Prepare few slides on a PPT that summarise key elements of a good referral.



- Copies of the scenario
- Character cards
- PPT slides
- Ball of string



- Tool 8: PPT slides
- Handout 19: Scenario
- Handout 20: Character cards



NOTES TO THE FACILITATOR

This exercise has been adopted from the IFRC Psychosocial Centre, 'Sexual and gender-based violence – A two-day psychosocial training'⁶⁸ that aims to explore the importance of good referral mechanisms. By using a case scenario, it helps participants to understand the importance of being aware of safe referral mechanisms. The activity is divided into two parts, starting with a role play on the challenges of making referrals within a community setting. The second part looks at the process of making referrals and summarises the key mechanism needed to have a safe referral system in place.

It might require an initial explanation to participants on what making a referral means. The activity may need to be adapted to the context and accordingly, case scenario and characters to be modified.

⁶⁸ IFRC, Sexual and gender-based violence – A two-day psychosocial training, Geneva, 2012, <https://pscentre.org/?resource=sexual-and-gender-based-violence-training>, (accessed 07 March 2021)

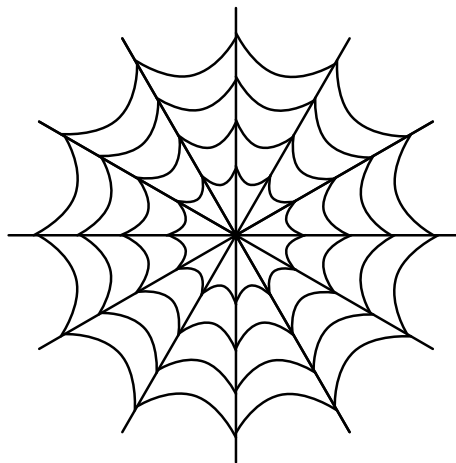


This activity offers the opportunity to explore the importance of coordination in child protection to ensure the best interests of the child always take priority. As one of the most important forms of coordination, referral mechanisms offer the possibility to establish a formalised coordination system to support access to a range of services and opportunities from different actors and service providers. It allows actors and service providers to be fully aware of their role, responsibilities, services, and capacities in addressing child protection.



PROCEDURE

- 1 Ask participants to gather in the middle of the room and to create a circle. Bear in mind accessibility issues. Explain to the group that there will be a need to identify a volunteer. Once the volunteer is identified, ask him/her to go to the centre of the circle. The volunteer will play the role of the survivor (the 13-year-old girl).
- 2 Give out one role card to each participant and ask them to hold it up so that everyone can see it. Not all participants will have a character card. Don't share them in order as you go around the circle but instead share each card with participants on either side of the circle to the previous card – this helps the ball of string make a better tangle.
- 3 Start by giving the ball of string to the person playing the 13-year-old daughter and begin to read the story. Explain that whenever you mention a different person in the story, the ball of string should be passed to that person. This continues until you have finished reading the story.
- 4 By the end of the story, the group should have woven 'a spider's web' of string between them. Invite participants to comment on the web. Use these prompt questions if needed:
 - What happened?
 - Why is there such a thick web?
 - How many people heard the girl's story?
 - What impact might this have had on the girl and her mother?
 - What could they have done differently?
 - What could other members of the community have done differently?
 - What could the RCRC staff and the other professional staff have done differently?
- 5 Conclude by emphasizing the serious and potentially life-threatening consequences for the survivor and those supporting them in sharing information inappropriately.





Exercise Scenario

A story: My daughter has been raped

A 13-year-old girl, living in a camp, tells her mother that on the way to the showers, a man has raped her. The girl recognised the man as someone living close to them. The mother doesn't know what to do, so she goes to the wife of a community leader that she knows very well and tells her the story.

The wife tells her to take her daughter to someone she knows who is a doctor in the camp. The mother goes to the doctor and repeats the story of the abuse by one of her neighbours. The doctor examines the girl, gives her some medicine, and tells the mother to go to the local RCRC community centre.

The male field officer is at the centre, so the mother tells him the story. He says she should go to the female field officer. They go to her and tell her the story again and ask for advice. She then says they must go to the doctor to get an examination and an official report. The doctor that can provide the official report is outside the camp.

On the way to the doctor, they have to pass a checkpoint where they explain that they are going to the doctor for an examination. The doctor examines the girl and tells them to go to the police and report the case. The doctor did not give them the official report saying that it was not required.

At the police station, the police officer tells the mother that without a doctor's report, they could not open the case against the neighbour. The mother and the girl go back to the doctor to get the certificate.

The doctor gives the certificate. The mother hands over the certificate to the police. Some days later, the mother is very worried because the neighbour has been threatening her and her daughter. He has heard about her going to the police.



Character cards



- 6 In preparation for this second part of the activity, it is very important to keep in mind that procedures for making a referral may differ depending on where the participants are working.
- 7 Divide the participants in groups and give the groups 15 minutes to answer the following questions:
 - What are the procedures for making a referral within your organisation? Please describe them step by step if possible.
 - What support services are available for survivors in your region?
 - How would you ensure the quality of the support service you want to use for the referral?
 - What would you do if there were no support services available to meet the specific needs of the person you were supporting?
- 8 Ask groups to note down the information they share on the flipchart paper. Discuss the groups' findings in plenary. Ask each group to stick their flipchart paper on the wall. Refer to the lists of procedures and the lists of support services the groups have just written. This is an opportunity to share information that participants themselves may have about the local area. This information could be helpful to other participants in their work.
- 9 Use the PPT slide to close out the session, highlighting:
 - **Knowing when and where to refer** someone is very important, making sure that practitioners have a clear understanding on limitations of the service they can provide
 - **Knowing why to make a referral** is also important. This could be to access specialised help, like medical services, RFL, or legal services
 - **Knowing how to refer** a person is important to avoid causing harm and exposing children to further risks.



ACTIVITY 2.2.4 DATA PROTECTION



30 minutes



- Understand the importance of protecting personal and sensitive data, and the role information management plays in protecting the life, integrity, and dignity of child migrants.



- Understand the National Society's role in wider child protection systems.
- Understand the need and purpose of data management.
- Determine what systems may need to be put into place in each National Society.



- Prepare enough copies of the documents listed below.



- A copy for each participant of the GDPR compliance checklist
- A copy of the GDPR quiz (if you prefer not to read it aloud)
- Copies of the case study



- Resource 17: GDPR compliance checklist
- Handout 21: Quiz
- Handout 22: Case study



NOTES TO THE FACILITATOR

This session covers data and information management, including general data protection protocols and mechanisms, and the European General Data Protection Regulation (GDPR).⁶⁹ Children are particularly at risk when it comes to giving assent/ consent⁷⁰ to share personal information and understanding the dangers and benefits involved in collecting data.⁷¹ When data can be shared and where and how it should be stored will also be considered. The aim is to emphasise the importance of information management and to remind participants of how easily information can be shared, leaked, and distorted if not managed carefully. This can lead to exposing children to risks and further harm.

69 GDPR, GDPR - User-Friendly Guide to General Data Protection Regulation, <https://www.gdpreu.org/>, (accessed 07 March 2021).

70 Children cannot legally give consent, but they can be provided with information in an age-appropriate manner about why their details are being collected and saved. Children of a certain age and ability can give informed assent about matters relating to themselves. The child's ability to provide this assent should be assessed for each child.

71 Inter-agency Working Group on Unaccompanied and Separated Children, Field Handbook on Unaccompanied and Separated Children, 2016, <https://resourcecentre.savethechildren.net/node/12198/pdf/handbook-web-2017-0322.pdf>, (accessed 07 march 20021).



PROCEDURE

- 1 Ask the participants to form pairs. Tell the pairs to think about their National Society and list all the people, reasons, things, places, and activities that are relevant to data and information management. (See the list below for examples.)
 - **Who** is responsible for data and information management? For whom are they relevant?
 - **What** information should be collected?
 - **Why** is data and information management important?
 - **Where** is information collected and stored?
 - **When** is data and information collected and when are records destroyed?
 - **How** does your National Society manage information?
- 2 Return to plenary. Ask one pair to list all the items they have found under one 'W' (or 'H'). See how many the group comes up with, then ask other pairs to share any other item that was not mentioned earlier. Move then to a second pair and ask to provide their list of items related to a different W' (or 'H'). If you would like to play this activity as a competition, you can invite pairs to share their list and give a point to each item correctly presented for the six 'W' (or 'H').
- 3 When the lists are complete, see if anyone has anything else/items to add.



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Here are some suggested answers:

Who

Who is responsible for data and information management? For whom are they relevant?

- Data should be collected only by skilled and trained staff, using appropriate information management systems and protocols.
- Affected populations are entitled to confidentiality and accountability. Their data should not be disclosed and should not identify them, and they should have an opportunity to influence the methodology of data collection and information sharing processes that affect them. Parents, caregivers, or guardians (where present) should give consent to data collection that affects the children they care for.
- Case workers, those who collect information, and more broadly all staff and volunteers should be aware of, and observe, international rules and principles and national and regional laws on data protection (such as GDPR).
- Information governance officers and management should establish rules on data protection and put support in place to ensure they are observed.
- Facilities and logistics teams must ensure that destruct options exist for confidential data, and that confidential waste is dealt with appropriately.
- For security reasons, IT staff must ensure that staff have encrypted email accounts, that computers and other devices (e.g. mobile phones) are password protected, and that passwords on computers and other devices are changed regularly.

What

What information should be collected?

- Before you start to collect information, you should know why you are collecting it and confirm that collection is necessary and relevant. Information collected should meet clearly defined purposes and achieve specific protection outcomes.
- Before you start to collect information, define the degree to which it is sensitive.
- Understand what forms of data you are dealing with (personal, sensitive, etc.) and what risks you create by collecting or processing it.
- Clarify what 'informed consent' by or for a child entails. How can informed consent from or for a child be obtained appropriately?⁷² Understand whether and in what circumstances informed assent will be the only viable option.
- With respect to informed assent and consent, people must fully understand the risks and benefits of any information they consent to disclose. Particular care should be taken to establish whether a child fully understands the risks and benefits to him or her, and to ensure that the child is able to exercise his or her right to object and to provide valid consent where applicable. The basic principle is that no information should be shared with other actors without the child's informed consent (or the consent of the caregiver or parent or responsible authority if the child is too young to provide consent).
- Information can take many different forms: written, audio, video, photographic, maps, plans, phone and text messages, social media.

⁷² Inter-agency Working Group on Unaccompanied and Separated Children, Field Handbook on Unaccompanied and Separated Children, 2016, op.cit.



Why

Why is data and information management important?

- Data and information management helps organisations to make evidence-based decisions.
- It enables National Societies to monitor humanitarian services and human rights violations.
- It enables National Societies to make themselves properly accountable to communities they serve.
- It enables National Societies to collect, process, and analyse data for advocacy and policy purposes.
- It throws light on the impact that an organisation's work has.
- It provides a record of what has been done (for and by staff, service users, and organisations).
- It helps organisations to uncover needs in a systematic way.
- It supports learning and knowledge management.
- It supports internal and external coordination.
- It is critical to ensure that the collection, analysis, and application of data and information on children is always guided by the interests, well-being, and protection of the child.

Where

Where is information collected and stored?

- **Physical information**
 - Format: e.g. files, notebooks, loose notes
 - Location: on site, off site, locked filing cabinets, on desks
 - Access: key holders for filing cabinets, length of retention of files, number of copies
- **Electronic information**
 - Format: e.g. databases, spreadsheets, drives, phones, computers
 - Access: password protection, shared or personal passwords, security systems to prevent hacking
 - Capability: e.g. ability to upload documents or photos to database
- **Transfer across settings**
 - Procedures if files need to be moved (locked boxes, staff only)
 - Remote working procedures
- **Information sharing**
 - Procedures for sharing across service providers when child is seen by multiple providers
 - Confidentiality protocols between service providers



When

When is data and information collected and when are records destroyed?

- *Informed assent or consent.* Before a person collects, uses, corrects, shares, retains, or archives data, he or she must obtain the informed assent of the child concerned, or the informed consent of his or her parents or legal guardian. Remember that in order for a person to give consent validly, he or she must understand the consequences of divulging the information (be informed) and agree willingly and without coercion to give the information (consent).
- Can a child give consent? In the case of a child, especially a young child, his or her vulnerability, the urgency of the situation, and the child's capacity should be taken into account when considering the validity of consent and the need for it. Legally, a child cannot give informed consent but can give informed assent.
- Can a child refuse to give consent? Yes, children can refuse to give consent. The child concerned must be informed of the purpose of collecting the information that is requested from him or her and must be told how the data will be used.
- Organisations should have rules limiting how long it may store and retain information. Consideration needs to be given to how these apply to family tracing (where cases may need to be held open for many years).
- Personal data and information concerning a child should not be kept longer than necessary. A maximum retention period must be set.

How

How does your National Society manage information?

- When it shares data with other parties, it should apply sharing protocols between the parties.
- Organisations should use the most appropriate systems and tools to collect relevant information.
- Organisations should have a designated data protection and information manager to provide guidance and advice.
- Data security protocols and information management systems should be in place.
- Laws and principles on the collection and handling of information containing personal data should be the foundation of organisational policy that staff are required to follow.
- The organisation should have retention record timelines and ensure they are applied consistently. This includes guidance for how to these apply to family tracing (where cases may need to be held open for many years).
- There should be an organisational policy requiring consent prior to every interaction. It should be explicit whether it is required to seek the consent of the child's parent or legal guardian if the child does not have the capacity to assent/ consent. Staff should know what to do in practice if the consent of an appropriate adult cannot be obtained.
- The organisation should consider file-naming conventions, particularly for shared drives.
- Guidance should be available for staff in your organisation so they can make sure that information is accessible, accurate, complete, and secure.
- Data managers should make sure staff in the organisation know that the information they collect is compatible with other programmes and how to communicate appropriately. Systems should be in place so staff can avoid repeatedly collecting the same information (which can traumatize a child).
- Organisations should ensure safe and secure information storage. (For example, Google drive and Dropbox are not encrypted so should not hold personal, sensitive information.)



- The organisation should have a separate storage system or secure system to hold sensitive data.
- All staff in the organisation should have a designated work email address that is a primary method of work communication.
- Policies and protocols should be in place to address the transmission of sensitive personal information from personal to work email, including how this activity is regulated and monitored. Staff should not be using their personal email accounts for sensitive personal client information.
- Policies around file sharing should also be in place (e.g. password protection required if internal email is not encrypted).
- Information should be managed in a manner that is sensitive to age, gender, and other factors of diversity.
- Staff and volunteers in your organisation should be required to obtain the consent of individuals before they are photographed or filmed during training events. Those documented should also be told in advance the purpose of pictures and footage and how they will be used.

- 4 Re-cap the session by running a quiz in plenary. Ask participants to gather in the middle of the room (remembering to consider mobility issues) and to look at the four signs (a,b,c,d) located at the corners of the room. Explain that to answer the question, participants will need to move close to the sign they think represents the correct answer. Briefly discuss in plenary after each question, especially for those questions where there is less agreement. Make sure to adapt the questions proposed for this activity according to the needs of the group. The winner will get a small prize. (The same activities can be run using online platforms.)



Remote training tip

This activity can be done virtually by giving participants an individual self-administered quiz. This type of quiz will allow participants to consider responses individually and to self-check their knowledge.

Different free options exist online, offering the opportunity to create competitive settings.



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► Quiz

Data management means:

- a. Doing statistics
- b. Protecting children
- c. Running questionnaires

Answer: b

Informed consent is:

- a. The voluntary agreement of an individual who has the capacity to give consent, and who exercises free and informed choice
- b. The voluntary agreement of a child or his/her parents who exercise free and informed choice.
- c. Saying yes to a benefit linked to giving consent

Answer: a

Informed assent is:

- a. For children who are too young to give consent but old enough to understand and agree to participate in services.
- b. A child-friendly way for young children to give or understand consent.
- c. A process that should be done when parents are not available to give consent on their behalf

Answer = a. Explanation: Answer b – Consent and assent are different. The child cannot sign a consent due to restrictions under the law. A child can assent to what they want to do or not. Answer c – some children may not be old enough to understand and agree to participate, in which case informed assent is not appropriate and informed consent should be sought from their parent / caregiver

When taking either informed consent or informed assent you need to provide information on (more than one option can be selected):

- a. Potential risks / benefits of receiving services
- b. How you will help them
- c. Information to be collected and how it will be used
- d. Confidentiality and its limits

Answer = a, c, and d. Answer b - while you should describe the services and options available you must be careful not to raise expectations. You don't know for sure how you might help until you have made a full assessment.

Good information management is:

- a. The responsibility of the agency not individual caseworkers
- b. Governed by the case management principles
- c. Governed by a data protection protocol

Answer = b and c. Answer a – good information management is the responsibility of individual caseworkers as well as the organisation / agency they work for.





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ACTIVITY 2.2.5 DATA SHARING ON SOCIAL MEDIA



45 minutes



- Consider the risks associated with sharing information on social media.



- Working with child migrants means being exposed to sensitive information.
- Personal information belongs to the child and parent/caregiver and procedures and protocols should be in place to protect and safely manage information.



- Prepare a few copies of each scenario to be distributed to the two groups.
- For the recap session, PPT slides can be prepared highlighting key messages.



- Copies of scenarios



- Handout 23: Scenarios



NOTES TO THE FACILITATOR

Explain that the collection of information through the internet or mobile phone networks, and of visual data through photographs and videos, is associated with many risks, and participants need to minimise these risks for children on the move.



PROCEDURE

- 1 Ask participants to list the potential risks and merits of collecting, sharing, or displaying information via the internet or mobile networks (including Twitter, Facebook, Instagram, Snapchat, LinkedIn, and other social media platforms).
- 2 Ask participants to discuss the risks of real time posting. Highlight how this can endanger children if, for example, it reveals the identity or the location of a shelter for minors or mothers who have suffered domestic abuse. Or, posting an image of a training session can similarly put a participant at risk. In plenary, elicit discussion around:
 - What risks arise if you have contact with beneficiaries through social media?
 - Is it professionally appropriate to post a picture of a child on your social media account without seeking prior consent from the child's parents or legal guardian? What risks could arise for the child or the organisation you represent?
 - Is it professionally appropriate to post on your social media account information that a child has sent you? Does it make a difference if the account is your private account, shared only with close friends?
- 3 Next, divide participants into groups. Hand out copies of the scenarios to each group. Each group should receive a different scenario. Ask the groups to write on flip chart paper their answers to the questions (below). Back in plenary, ask one subgroup to share its answers to one question. Ask other participants to add comments and ideas that the subgroup might have missed. Ask a second group to share its answers to a different question.
- 4 At the end, highlight key points and summarise by using the points below. This can be presented in PPT slides.



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Exercise Scenario A

A volunteer is due to meet a migrant boy to help him travel to an off-site activity. However, she only has her personal mobile and the child's phone number. She decides to call him to see where he is.

Response. In an ideal world, the volunteer would use a mobile phone provided by the National Society for such calls. In this situation, she cannot. The best advice is that she should wait until the appointed meeting time to see whether the boy shows up. If she calls or sends a text, she should try to block her number if possible. If blocking the number is not possible, the volunteer does not need to point out that she is using her personal phone. If the boy uses her personal number in the future, he should be advised that this is not appropriate and that the call was exceptional. This will usually be enough to manage the situation, but in extreme circumstances (if the boy calls repeatedly or is abusive, for example) a staff member should talk to the boy and consider further action (for example, asking the volunteer to block the boy's number).

Exercise Scenario B

A child asks to take a photo with a staff member who has helped him.

Response. The staff member should politely refuse, and ideally her National Society's media policy will allow her to say that she is not permitted to take photographs with service users. The first risk is that the child might post the photo on social media and describe the staff member inaccurately (for example, as a girlfriend or partner). A second risk is that others might think the photo shows preferential treatment (counter to the Fundamental Principles). Third, the photo could identify the migrant and his location and put him in danger.

Exercise Scenario C

A child invites a trusted volunteer to connect with her on social media.

Response. The volunteer should politely refuse. This issue should be addressed by the National Society's social media policy. She should explain why she is not permitted to associate with service users on social media, especially when relationships last for a discrete period of time (as they do in a refugee camp). Communicating on social media might be construed by others as preferential treatment (counter to the Fundamental Principles); it is difficult to set boundaries on social media; a connection to one user can turn into a connection with many; and the volunteer would have difficulty refusing other requests were she to accept this one.

Exercise Scenario D

A volunteer invites a child to her home for dinner after the child said that she was lonely.

Response. A volunteer should never invite a child to his or her home. This oversteps a boundary and is inappropriate. It sends the wrong message to the child about the relationship and about what is an appropriate interaction with someone who is giving assistance. One risk is that the volunteer might be accused of abuse. The volunteer should work with the staff and manager of the programme to help the child meet other people to become less lonely.



ACTIVITY 2.2.6 MONITORING, EVALUATION, ACCOUNTABILITY, AND LEARNING (MEAL) AND THE IMPORTANCE OF DATA COLLECTION AND REPORTING



60 minutes



- Acquire a grasp of child protection programme monitoring.
- Understand the importance of a functioning monitoring and evaluation system.
- Assist managers to improve the impact of programmes for children on the move.
- Assist managers to develop relevant and practical monitoring and evaluation processes that can be shared with other National Societies as needed.



- Recognise how to plan, review, and report on programmes to ensure they meet the needs of migrant children.
- Understand the benefits and needs around MEAL (Monitoring, Evaluation, Accountability, and Learning) and how they can contribute to programme development.
- Recognise donor requirements and what resources may be needed to conduct a safe and thorough programme for migrant children.
- Understand what information can improve services to child migrants and how this can be used effectively.



- Prepare copies of the group exercise.



- Copies of the group exercise



- Handout 24: Group exercise



NOTES TO THE FACILITATOR

The purpose of humanitarian programmes is to improve lives and make a positive impact. Explain that, if we do not plan well, programmes are not likely to succeed. If we do not collect data, we cannot measure their effect. If we do not monitor progress, we cannot adjust programmes to ensure they are effective. If we do not evaluate our work, we may go on working in ways that are ineffective or harmful or stop offering programmes that have brought significant benefits to people we are trying to help. Finally, through reporting, we can show to our donors and to the public that we are honest, self-critical, often effective, and seek to improve.



PROCEDURE

- 1** Divide participants into three groups. Ask the whole group to identify and focus on one current National Society programme that engages with child migrants, or each group can identify its own programme.
- 2** Give each group the guiding questions below. (Some questions may be more appropriate than others. Adjust them to your audience.) Each group should use the guiding questions to identify what is available and what is missing in the MEAL activities.
- 3** Give the groups around 30 minutes to discuss amongst themselves and come up with a list of suggestions, reflecting the findings of the discussion. Group the suggestions by:
 - Is this in place/available?
 - What further should be done?
 - What kinds of information do they most need to make these effective?
 - How can that information be collected and used?
- 4** Once the groups have finished their discussions, ask them to affix their flipcharts to the wall (identify the space earlier, so as to have enough room for the groups to move around). Explain that as a carousel, each group will have five minutes maximum to present their findings to others. Leave a few minutes for questions and answers at the end. Once each group finishes its presentation, participants will move to another flipchart and so on.



GUIDING QUESTIONS

Design and assessment

- Was a needs assessment done to inform the design of the programme? Did beneficiaries ask for this programme? Did beneficiaries help design this programme? Is this programme based on another one? Was an effort made to look at the MEAL reports of programmes it may have been based on to see what learning could be taken?
- How were indicators chosen and did they change during the programme? Were they sensitive to gender, age, and disability?
- Were data collection methods and tools set up earlier? Was qualitative as well as quantitative data collected? Was data disaggregated and analysed accordingly?

Data collection and implementation

- Were any child protection concerns flagged by the data gathering system? How were they addressed? Was the response prompt? Was it possible to prevent their recurrence?
- Were adjustments made mid-programme? Were they motivated by monitoring? Or user feedback? Were gender, age, and disability considered?
- Were children asked at any stage to comment on the programme and say whether it was effective or could be improved? Was this feedback formal or informal? Was it acted on? How?
- Was the programme agile and robust enough to handle mid-term adjustments?

MEAL and data sharing

- How were donors informed when changes were made to the programme mid-project? How did they react?
- Were MEAL functions internal or external? What influenced decisions? What were the pros and cons of those decisions? Was the MEAL used to prepare next steps? How? Did the programme continue with adjustments? Did the programme share what it had learned? If so, where and with whom?



ACTIVITY 2.2.7 COMMUNICATIONS AND ADVOCACY



30–45 minutes



- Consider the impact that communication can potentially have on the children you support, both directly and indirectly, and positively and negatively.
- Consider how migrant children can safely use their agency to advocate for themselves and other migrant children.
- Think about the National Society's own media and advocacy policies and help develop those if absent.



- Consider the best ways to communicate to the broader public and through the media and how Red Cross Red Crescent National Societies in particular can use communications to affect change for children on the move.
- Discuss issues that arise when children are involved in media/communications activities.
- If the right information is collected, it can be used effectively to advocate for change.
- Understand the concept of advocacy, the benefits it can bring, and how it can work within the Movement.



- Make copies of case study (if approaching exercise this way).



- Copies of case studies



- Resources 18: Red Cross Red Crescent guidelines on media and communications work with children who are refugees, asylum seekers, or survivors of trafficking
- Handout 25: Case study



NOTES TO THE FACILITATOR

Participants now have an idea of what standards and procedures need to be in place, as well as shared roles and responsibilities. This activity gives participants a chance to practice the procedures that they have learned by working on a case study and coming up with concrete action points. Communication and advocacy can be key in supporting programming as well as supporting children's participation and self-expression. Conversely, they can expose children to risks of exploitation and misrepresentation, as well as endanger them.



Advocacy should promote the interests of child migrants and aim at influencing other actors to play a key role in fulfilling child rights. It is fundamental to ensure that the below principles (as fully described in previous modules/sessions) include the CRC's principles.



PROCEDURE

- 1 Divide participants into small groups and distribute a copy of the case study to each of them. Ask them to write their answers to the questions on flip chart paper.
- 2 Give the group 20 minutes to discuss internally and try to answer the questions. After groups finish, return to plenary and ask one group to share their answer to one of the questions. Give other groups a chance to add their thoughts. Continue with another group to answer the second question...and so on.
- 3 At the end, summarise key points by using the considerations box below to complement what was already shared by the participants. Use the PPT to formalise some key concepts related to communication and advocacy.

Exercise Case study

You are holding an event to showcase the work of your *Children on the Move* programme. Some children speak about the impact the programme has made on their lives. There are politicians and media present. One child wants to share his experience. He has been refused asylum (though he is trying to make a new claim) and he is showing some distress in trying to have his voice heard.

1. What is the best way to get your messages across? What instructions do you give the children before they talk to the media? How do you assist them to interview effectively and well?
2. Some children who receive programme support are unaccompanied. From whom do you need permission to let them speak publicly?
3. How do you ensure that marginalised children are included in the event? How do you make sure that the media covers those children and does so safely and appropriately? What risks can you identify? How do you ensure that no child suffers any form of harm?
4. How does the sample media policy apply to this situation?

Key considerations

- When communicating with children, it is important to make messages child friendly.
- All communications should take into account the 'anxious middle.' While the views of some people will not change, and others will support the Red Cross Red Crescent agenda without question, the anxious middle can be swayed if your arguments are compelling and honest.
- Communications should also focus on those with authority to take high-level decisions (such as politicians).
- To be respectful of the Movement's fundamental principles, advocacy may need to be indirect or discreet.
- All media practices for children should be safe: they should do no harm. No child should be endangered as a result of a National Society's communications or advocacy.



ACTIVITY 2.2.8 SELF-CARE⁷³



60 minutes



- Understand the need to build self-care into routines.



- Recognise the need to care for themselves in order to care for others.
- Know what supports need to be in place to manage challenging situations and ongoing service user support needs.



- Make sure to get familiar with the wheel's six segments before starting the activity.
- Prepare enough copies for each participant and distribute them at the beginning of the activity.
- Set the scene for a relaxing and comfortable session, where participants feel safe to externalise their thoughts and emotions.



- Copies of the risks scale
- Copies of the wheel



- Handout 26: Risk scale
- Handout 27: The wheel



NOTES TO THE FACILITATOR

This session assists participants to understand how they can help to build their own skills and capacities in assisting child migrants. The session concentrates on psychosocial support and on self-care to ensure that front-line workers can continue to function in demanding circumstances. Taking care of oneself is an important aspect of the daily work. The desire to help others and volume of work can cause staff and volunteers to overstretch themselves. Signal that the IFRC and National Societies have tools (including *Psychological First Aid and Caring for Volunteers*) to address such issues.

⁷³ More information and tools can be found at www.pscentre.org



PROCEDURE

- 1 Introduce the activity by highlighting:

Because protection work is challenging, field staff also need to know how to take care of themselves and when to step away. Well-organised support structures should include psychosocial support for staff and volunteers who deliver front-line services.

- 2 Ask participants to think about the case below and to self-reflect on the questions:

Imagine that you have been dealing with a challenging case. An unaccompanied child who was sexually abused has attempted to commit suicide. The child is recovering, but you will again be responsible for him in the future. How can you obtain the support you need to continue in your role while facing an emotionally draining situation?

- How might your self-care practices change if you are working with children?
- Does having your own children make a difference? How?
- What do you know about the concept of secondary traumatisation?⁷⁴

- 3 Ask the participants to estimate how much they feel they are themselves at risk (e.g. burnout, stress, etc.) by writing down or circling a number between 1 and 10 (1= low risk; 10 = high risk). Tell them not to share this score. Emphasize that the assessments of risk and self-care do not have right and wrong answers. The point is to reflect more deeply about the range of self-care practices that are available and the need to strengthen them.

Risk scale

Where do you fall on the scale of risk factors based on the previous answers?

1 2 3 4 **5** 6 7 8 9 **10**

1 = not doing well. 5 = seeing some signs of risk. 10 = feeling great, no signs of risk.

Self-care scale

Where do you fall on the scale of self-care?

1 2 3 4 **5** 6 7 8 9 **10**

1 = no evidence of self-care. 5 = Evidence of limited self-care. 10 = Evidence of active self-care.

- 4 Now ask the participants to write on new post-it notes some of the self-care techniques that can address the risk factors the group has identified.
- 5 Place the notes on the flip chart paper and read them. Show the slides on self-care. Discuss how positive effects of self-care present themselves.

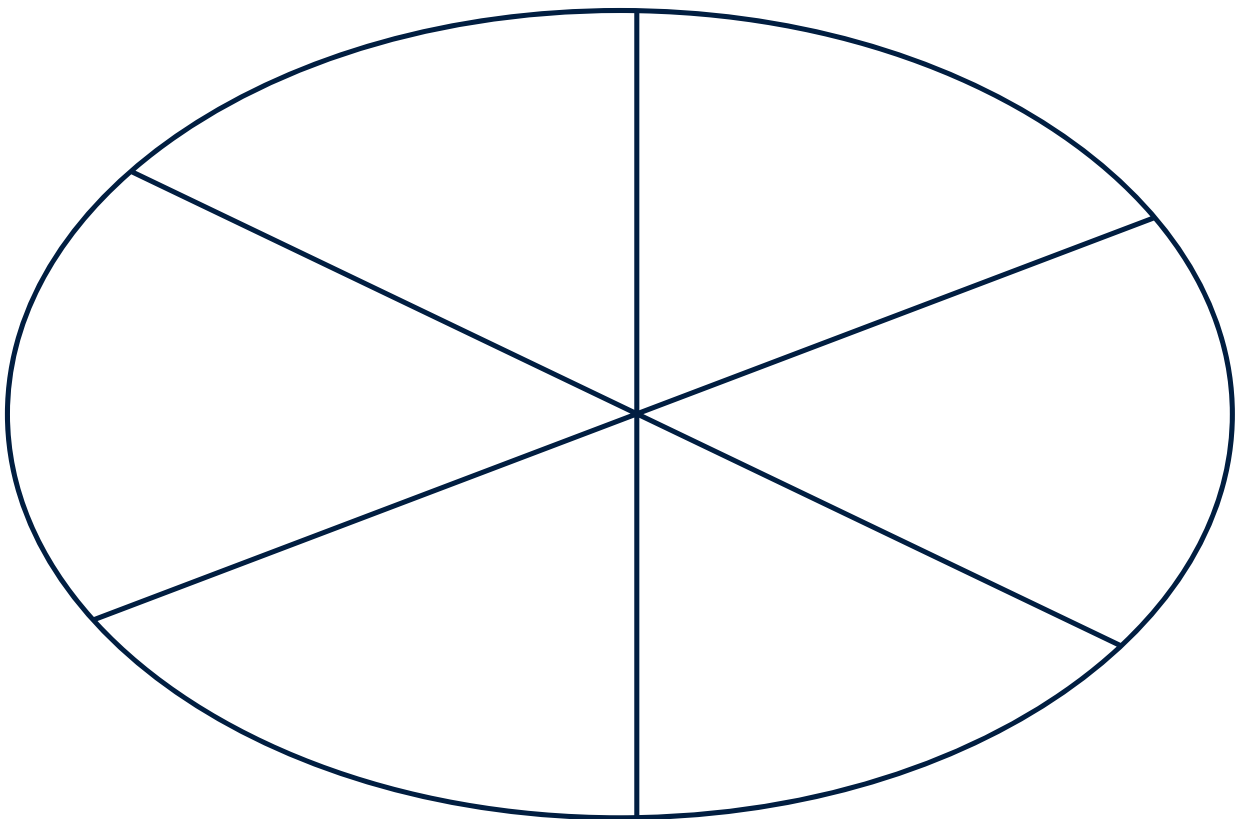
⁷⁴ The National Child Traumatic Stress Network, Secondary Traumatic Stress, <https://www.nctsn.org/trauma-informed-care/secondary-traumatic-stress>, (accessed 01 March 2021)



- 6 Now take a few minutes to complete the Wellness Wheel (see below). Write an element of self-care in each of the wheel's six segments. The dimensions suggested are: intellectual; career and work; social and relationships; body and physical; emotional and spiritual; and finance and money. Attach a score (1–10) that reflects how much attention is currently being given to needs in that dimension.
- 7 Tell participants to take the Wellness Wheel home and use it to reflect on and improve their self-care skills.



The Wellness Wheel





© Mirva Helenius / Finnish Red Cross



ACTIVITY 2.2.9 CLOSE-OUT



20 minutes



- Close the training (Post-tests, Evaluations, and Certificates).



- Review the training objectives and assess the overall experience (evaluation).
- Close the training with highlighting remarks and next steps.



- Copy evaluation forms, enough for one per participant.



- Evaluation forms



- Handout 28: Evaluation form



NOTES TO THE FACILITATOR

This activity will be the last part of the training and will close it. It is important to use this opportunity to outline ways forward for follow-up, implementation, and support needed. Collect the feedback, post-assessments (if a pre-assessment was done), and final evaluations from the participants to ensure future trainings can be improved based on information provided.



PROCEDURE

- 1** Distribute copies of the evaluation form to participants. Explain to participants that their feedback is anonymous, and information provided will not be shared broadly. Highlight the importance of honest and sincere feedback to improve future trainings.
- 2** Discuss ways to follow-up the training with participants, such as having them lead on presenting to managers and leadership. Make sure to encourage participants to stay connected to each other for support and to ensure the correct stakeholders are engaged in responses.



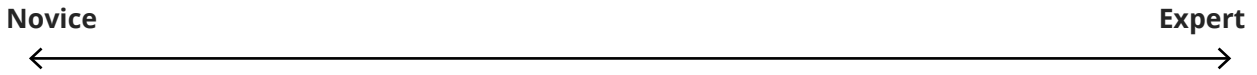
Final evaluation form

Please give your honest opinions to help us improve future learning events

Think about your knowledge skill and confidence levels

How much did you know about this topic BEFORE the training?

(Mark a place along the line)



How much do you know about this topic AFTER the training?

(Mark a place along the line)



Instructions	Strongly Agree	Agree	Disagree	Strongly Disagree	Not relevant to this event
Please tick your level of agreement with the statements listed below					
1. The objectives of the training were met					
2. The presenters were engaging					
3. The presentation materials were relevant					
4. The content of the course was organised and easy to follow					
5. The trainers were well prepared and able to answer any questions					
6. The course length was appropriate					
7. The pace of the course was appropriate to the content and attendees					
8. The exercises/role play were helpful and relevant					
9. The venue was appropriate for the event					



10. What was most useful?

11. What was least useful?

12. Where there any topics that you thought were missing?

13. Where there any topics that you thought were unnecessary?

14. What are you going to do differently as a result of this training?

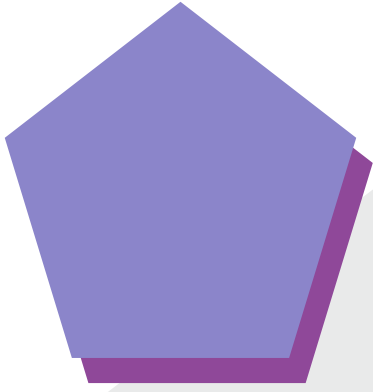
15. Would you recommend this course to colleagues? **Yes / No Why?**

16. Any other comments?

Thank you for completing this evaluation form. Feedback will be used to improve future events. Evaluation forms should be handed to the trainers at the end of the event



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MODULE 3 PRACTICING ACCOUNTABILITY



Description

This final section provides an overview of the role of leadership and management in supporting the implementation of principles and standards of child protection, and in prioritizing safeguarding policies and procedures. Programme managers and leadership should support and guarantee the right mechanisms that will help practitioners in the field apply new knowledge and build safe and quality interventions. They should also lead and facilitate engagement across sectors and departments (as presented in Module 2).

This module can be used to share knowledge and inform managers and supervisors if not familiar with or previously trained in child protection in migration topics. Their participation will be paramount not only to learn and understand the skills practitioners need, but to be accountable for the standards and principles needed to keep children safe. Some exercises will be appropriate for middle levels of management, whereas others are for more senior managers, so consideration should be given to the audience in attendance and adaptations made as required.

In alignment with the Movement's fundamental principles and humanitarian mandate, it is the responsibility of everyone to protect and assist vulnerable children, including children on the move and others excluded or living at the margins of conventional health, social, and legal systems.

Responding to requests from the state parties to the Geneva Conventions in resolutions of the International Conference of the Red Cross and Red Crescent, National Red Cross and Red Crescent Societies have a growing capacity to support governments to gather feedback from communities, communicate disaster preparedness messages and implement child protection activities, as well as to support interested law and policymakers in the design of laws, policies and plans that promote child protection in emergency settings.⁷⁵

⁷⁵ IFRC, We Need To Do Better: Policy Brief for Enhancing Laws and Regulations to Protect Children in Disasters, 2020, <https://reliefweb.int/sites/reliefweb.int/files/resources/We-Need-To-Do-Better-Summary-En.pdf>, (accessed 27 February 2020).



Module 3 Outline

MODULE 3

Practicing accountability

This section provides an opportunity to sensitize management and leaderships on child protection and safeguarding concepts. It introduces tools and recommended actions to take to support the work of the practitioners in the field and to strengthen accountability.

SESSION 1

Introducing principles of accountable practice and influence institutional change

This session gives an overview of minimum requirements for accountable practice by raising awareness and influencing management and leadership to adopt safeguarding mechanisms and to promote safe programming with child migrants.

Activity 3.1.1 Presenting the main concepts of child protection to managers and leadership

Activity 3.1.2 Determine the key messages to guarantee accountability toward child migrants

Activity 3.1.3 The commitments for safe programming

Activity 3.1.4 The self-assessment tool and risk mapping net

Activity 3.1.5 Action plan (how to mitigate risks)

Activity 3.1.6 National Society feud!

Activity 3.1.7 The National Society: a child safe organisation



Module 3 Overview



Length of module

5 hours



Learning objectives

- Identify which elements of child protection are considered essential to be communicated to non-practitioners, including leadership and management.
- Practice facilitating participatory discussions on child protection topics and building consensus (for practitioners).
- Understand the challenges practitioners face, and the infrastructure needed to support their work in the safest possible way (for managers).



Resources, tools, and handouts

- Resource 7: United Nations Convention on the Right of the Child (CRC)
- Resource 8: Child Protection Minimum Standards in Humanitarian Settings (CPMS)
- Tool 10: PPT slides
- Handout 29: Case study
- Handout 30: Self-assessment
- Handout 31: Risk matrix
- Handout 32: Players cards
- Handout 33: Sample questions and answers
- Handout 34: Child safe organisation cards



Material

- Stationary material



MODULE 3, SESSION 1

INTRODUCING PRINCIPLES OF ACCOUNTABLE PRACTICE AND INFLUENCING INSTITUTIONAL CHANGE

Introduction

As described in previous modules, making your National Society child safe is paramount if working and engaging with children. While Module 1 prepared the ground and built the foundations by introducing the concepts of protection, child protection, and international principles/standards, Module 2 aimed at strengthening this foundation by introducing key elements and mechanisms necessary to implement the principles and the standards, guaranteeing safe and quality programming, and establishing ways of working. These elements, which includes child safeguarding policies and procedures, should ideally be in place within the National Society in order to safely engage with child migrants.

In this module, focus will be given to the role of management and leadership in supporting practitioners in their work with child migrants. It will explore how to address challenges that may occur while implementing activities, how to support field work, and finally, how to monitor and evaluate the mechanisms and the procedures in place so as to continually improve them.

It builds on the learnings outcomes in Module 1 and Module 2 and aims to explore how management can help create a conducive and safe environment for working with child migrants. It addresses the need for management to exercise leadership to ensure responses respect child migrants' specific needs, dignity, and safety. This means taking measures to prevent and protect child migrants from harm, such as sexual exploitation and abuse, and to monitor and report serious violations of children's rights.

To follow this module, management should first be introduced to what child protection means and its principles and standards, if this has not been conveyed before. Ideally, practitioners will take the lead on using this module as a tool to deliver a training session to their leadership and managers after their participation in Modules 1 and 2, so they can convey the learning and needs for the National Society. The two-fold aim of the module is to provide a helpful tool to practitioners so they can convey their needs to leadership, and for leadership to be adequately informed so they can provide the right support to their teams (appropriate training, resources, etc.).

Learning outcomes of the session

To ensure a common approach across the work of the National Society, this session will provide key elements and messages to make managers familiar with core elements of child protection and safeguarding, in order to highlight their specific role and responsibilities.



Outline



Length of session:

5 hours



Key messages

- It is not sufficient to address risk, manage protection issues, and to promote protective factors alone. Policies and procedures, along with standards in programming, must also establish an enabling environment to keep children safe and remain accountable to them.
 - Child protection procedures, guidance, and training help managers and leadership to recognise their roles and responsibilities.
 - Leadership and management are the starting point for embedding child protection principles and standards at institutional level and in all programmes to keep everyone in the National Society accountable toward the affected population.
-



Session objectives

This session will:

- Explore how to institutionalise child protection principles and standards across sectors and in programming.
 - Promote consensus among decision-makers to strengthen common vision and strategic approaches in engaging with child migrants.
 - Help managers consider what safeguarding mechanisms are required to run and safely manage programmes for child migrants.
-



Learning outcomes

After this session, participants will be able to:

- Improve knowledge and understanding of principles and standards at leadership/management level.
 - Explore possibilities to share and communicate core concepts to a non-technical audience.
 - Develop an understanding of roles and responsibilities needed to engage with children effectively and safely.
 - Develop an understanding of institutional roles and how the institution can contribute to remain accountable toward child migrants and uphold the best interests of the child.
-



Resources, tools, and handouts

- Resource 7: United Nations Convention on the Right of the Child (CRC)
- Resource 8: Child Protection Minimum Standards in Humanitarian Settings (CPMS)
- Tool 10: PPT slides
- Handout 29: Case study
- Handout 30: Self-assessment
- Handout 31: Risk matrix
- Handout 32: Players cards
- Handout 33: Sample questions and answers
- Handout 34: Child safe organisation cards



ACTIVITY 3.1.1 PRESENTING THE MAIN CONCEPTS OF CHILD PROTECTION TO MANAGERS AND LEADERSHIP



60 minutes



- Introduce key concepts to influence leadership and management.



- Identify the elements which constitute a child-safe environment and understand why each of them is important.
- Explore the importance of accountability and how leadership/management can support practitioners in their work with child migrants.



- Adapt the PPT used in Module 1 to introduce key concepts of child protection and safeguarding.



- PPT and copies of resources



- Tool 10: PPT slides



NOTES TO THE FACILITATOR

This activity aims to strengthen knowledge among managers and leadership by introducing them to core concepts around child protection. It also represents an opportunity for participants to practice the learning acquired in previous modules and to tailor them to a different audience, while offering the possibility to practice some facilitation skills.



PROCEDURE

(participants playing the role of facilitators)

In this activity, participants will play the role of facilitators. The aim is to let participants practice (or deliver) a presentation/ session to be delivered to leadership and managers. The procedures below describe how to organise this activity, with the participants as facilitators.

- 1 Customise the PPT from Module 1 to tailor the message for leadership to start building their basic knowledge and understanding.
- 2 As facilitator, ensure that participants have plenty of opportunity to ask questions and discuss issues of concern as part of the presentation. This session should also be used to establish common ground and understanding of the minimum requirements to establish a conducive environment for child protection. Participant facilitators can use real programme examples.



- 3 After the presentation, divide participants into groups and hand out copies of the CRC to each participant. Leadership and management are expected to familiarise themselves with relevant laws, international frameworks, and standards, and ensure they are applied correctly in their National Society.
- 4 To elicit discussion with the group, ask participants (management and leadership) to express their thoughts on:
 - **what they think is working well**
 - **where the risks or gaps are**
 - **what the common management challenges are**

It will be useful to refer to the organisational assessment completed by practitioners in Module 2.1.5.

Note that there will be further risk mapping discussed with managers in Module 3.1.4.

- 5 In plenary, facilitate a group discussion, highlighting key issues.



Remote training tip

Explain to participants that emoticons and feedback icons can be used during the activity. Show participants where to find them if they are unfamiliar with the platform's features. Encourage them to use feedback icons like laughter, applause, agree, and disagree. During the activity, make sure to outline when participants are requested to provide their feedback to facilitate the process.



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ACTIVITY 3.1.2 DETERMINE THE KEY MESSAGES TO GUARANTEE ACCOUNTABILITY TOWARD CHILD MIGRANTS



45 minutes



- Understand how to use the CPMS in programming.



- Generate thinking and understanding about the CRC and CPMS, and how to use it in programming.
- Understand accountability mechanisms.



- Prepare copies of the case study to be handed out to each group of participants.
- Ensure each group of participants has copies of the CPMS and CRC principles.
- Adapt the case study to better fit local context and enhance the understanding of the participants, by adding contextual details. This should be done in advance so that copies are printed with the adapted case study before the day of the training.



- Copies of CRC
- Copies of CPMS
- Copies of the case study



- Resource 7: United Nations Convention on the Right of the Child (CRC)
- Resource 8: Child Protection Minimum Standards in Humanitarian Settings (CPMS)
- Handout 29: Case study



NOTES TO THE FACILITATOR

In this activity, the aim is to let participants practice a presentation/session to be delivered to leadership and management. The procedures below describes how to organise this activity, considering participants as facilitators.

To prepare for the session, use the CRC principles and child protection standards to explore whether child protection mechanisms are included in the National Society's structure and within programming. Support participants to identify good practices at institutional level and key elements for each programming phase as listed in the activity below. This will help the National Society to remain accountable and to maximise programme benefits and minimise potential harmful impacts on child migrants.



PROCEDURE

- 1 Ask participants to have a look at the Convention on the Rights of the Child Principles (CRC) and Child Protection Minimum Standards (CPMS). Explain that their purpose is to create a conducive environment for child protection and safeguarding.
- 2 Divide participants into small groups. Then, distribute the case study and ask participants to take a few minutes to read it and answer the discussion question after.
- 3 Ask each group to present a summary of their response and to list their findings, mentioning the standard they chose and the key actions to implement. Facilitate a group discussion to collect different ideas and feedback from the participants.

Exercise Case study

In emergencies, girls and boys face increased risk of violence, abuse, neglect, and exploitation. Sometimes harm is caused directly due to humanitarian workers' actions or non-actions. It is a shared responsibility to keep children safe and protected.

This case study takes place in Lyly country, in the city of Moon, significantly impacted by new migration fluxes. Your National Society has been asked to provide support to new arrivals and to make sure that basic needs are addressed. The health personnel were trained in addressing child protection issues and appointed as the focal points for any child protection issue. Recognising that a lot of new arrivals were unaccompanied minors, the National Society decided to expand its services and to enhance child protection work, requiring the engagement of new staff and volunteers.

In addition to first aid and shelter activities, the National Society decided to establish child friendly spaces. During the running of the activities and later, in the shelters where migrants were located, some children reported violent incidents that happened during their journeys.

Discuss what principles and standards apply here, and what the key actions to consider are, including child protection considerations and accountability in programming.



ACTIVITY 3.1.3 THE COMMITMENTS FOR SAFE PROGRAMMING



45 minutes



- Understand how protection plays out in the National Society and consider areas for improvement.



- To provide an effective service, managers need to appoint staff who possess appropriate capacities and skills and create structures that assist staff to work well. This has implications for the design of programmes and for the organisation as a whole.
- Well-organised support structures ideally include psychosocial support for staff and volunteers who deliver front-line services, amongst other supportive resources.



- Get familiar with key points around which to build the discussion.



- None



- None



Note

This exercise is geared toward middle level managers who support practitioners but also report to more senior leaders.



NOTES TO THE FACILITATOR

Integrating child protection means child protection considerations inform all aspects of humanitarian action. It helps to minimise instances in which risks to children are inadvertently exacerbated by programmes designed without proper consideration of children's safety or well-being. Integrating child protection and safeguarding is part of compliance with the 'do no harm' principle.



PROCEDURE

- 1 Invite the participants to form groups of four. In each group, two participants will play the role of the practitioners, while the other two will play the role of management and leadership. Consider arranging pairs so that some have similar experience of child protection (a lot or a little) while others have different levels of experience. Ask pairs to prepare and deliver a presentation (see below). Give them 10 minutes to prepare a 3-minute presentation.
- 2 Distribute the task to the participants and invite the pairs to make their presentations to the senior leadership team. Not everyone will have time to present. Make sure at least two pairs can do so.
- 3 After the presentations, ask participants to highlight key points that have been made. Ask them to concentrate on actions that they feel will be effective in their National Society.
- 4 Ask the participants to identify key points and messages that have not been mentioned. Discuss together what it was like to plan the presentation, both for pairs that had similar experience and pairs that had a different level of experience. Identify learning points.

Exercise Presentation

Prepare a 3-minute presentation to the leadership team of your National Society. Explain why it is vital to consider child protection and safeguarding principles and standards in the National Society's migration programme.



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ACTIVITY 3.1.4 THE SELF-ASSESSMENT TOOL AND RISK MAPPING NET



60 minutes



- Assess how well the National Society is keeping children safe and determine where there is a need for improvement.



- Child migrants can be vulnerable to violence, abuse, and exploitation in humanitarian settings.
- Children can be exposed to protection risks by those who are supposed to protect them in emergencies, such as humanitarian workers.
- It is the responsibility of each organisation to keep children safe by establishing accountability mechanisms.



- Before running the activity, get familiar with the self-assessment tool.
- Make sure to have enough copies of the assessment for the participants.



- Copies of the self-assessment
- Dot stickers (different colors)



- Handout 30: Self-assessment
- Handout 31: Risk matrix



NOTES TO THE FACILITATOR

The list of questions below are designed to draw out the minimum requirements necessary to establish a safe environment and to identify the minimum commitments to protecting children. This self-audit tool will be a useful and flexible guide that can be adapted to ensure relevance to the work and context. All National Societies should endeavour to implement these minimum requirements to ensure a strong foundation of child protection, while some may choose to go a step further and strive to reach higher levels of safety and assurance.

The second part of the activity is interlinked with the self-assessment exercise and it aims to show how well the National Society is keeping children safe and where further action is needed. The matrix helps illustrate possible gaps for each category and highlights where further action needs to be taken.



PROCEDURE

- 1 Before starting the activity, copy the self-assessment tool and distribute it to participants, who should be divided into four groups.
- 2 Ask each group to read the self-assessment and to think about the working environment of the National Society. Explain the structure of the tool and highlight how it is divided into topics.
- 3 Assign each group one of the topics of the assessment. Ask the group to brainstorm and answer the guiding questions included at the end of each topic.
- 4 Compare the self-assessment tools completed by the practitioners and managers and note where there are similarities and differences.

Self-assessment⁷⁶			
1. Policies and procedures	In place (green)	Partially in place (yellow)	Not in place (red)
What policies and practices do National Societies need to establish to ensure that children with whom they work remain safe? (Note that some answers may include policies and codes mentioned above.)			
Guiding questions			
Are clear processes in place to ensure that all staff and volunteers receive and read the policies?			
Are staff and volunteers required to sign an acknowledgment and commitment to the policies/ procedures?			
Where and how is this commitment stored?			
Have staff who were recruited before policies were established made a commitment? How?			
Are the requirements for practitioners, both domestic and international staff, consistent?			

⁷⁶ A sample of self-assessments can also be found in the new IFRC Child Safeguarding Policy found at https://media.ifrc.org/ifrc/wp-content/uploads/2020/11/IFRC_child-safeguarding_secretariat-policy_21-05-01.pdf



2. Building child-safe projects and programmes	In place (green)	Partially in place (yellow)	Not in place (red)
All projects and programmes must be designed to minimise the risk of harm to the children with whom they come into contact or impact upon directly or indirectly by taking sufficient account of child safety, whatever the focus of the work.			
Guiding questions			
What previous experience of working with child migrants does the National Society have?			
Why is the National Society choosing to work with child migrants?			
How has the National Society's leadership signalled that it supports work with child migrants?			
How have the needs of child migrants been determined? How have the special needs of children with disabilities been addressed? How have the gender-specific needs of girls and boys been addressed?			
How has the National Society's role been determined? Has an assessment been conducted or is one planned?			
How will children's perspectives be included throughout the project?			
What challenges are anticipated? How will these be managed or overcome?			



3. Preventing harm to children	In place (green)	Partially in place (yellow)	Not in place (red)
A risk assessment regarding the protection of children is a way to identify the possibility of things happening that will have a negative impact on your organisation's objectives and reputation.			
Guiding questions			
When considering the duty to do no harm, what actions can help a National Society prepare to act?			
How can a National Society cause harm to a child, despite its intention to help?			
What safety risks for child migrants need to be prioritized? Will National Society volunteers and staff who implement the project face safety and security risks?			
If there are concerns about physical, sexual, or psychological violence against children, have referral pathways been mapped? Do child migrants, volunteers, and staff have access to them?			
How will the capacity of staff and volunteers, and the quality of their work, be assessed? What is the training plan for staff and volunteers who will work with child migrants?			
What steps will be taken to screen staff and volunteers who interact with child migrants?			
Does the National Society have a child protection policy that sets out the roles and responsibilities of all personnel who work with children? Are all personnel who work with child migrants required to read and make a signed commitment to respect it?			
What systems enable child migrants to provide feedback or complain about the services they receive?			
Have clear expectations been set from the beginning?			

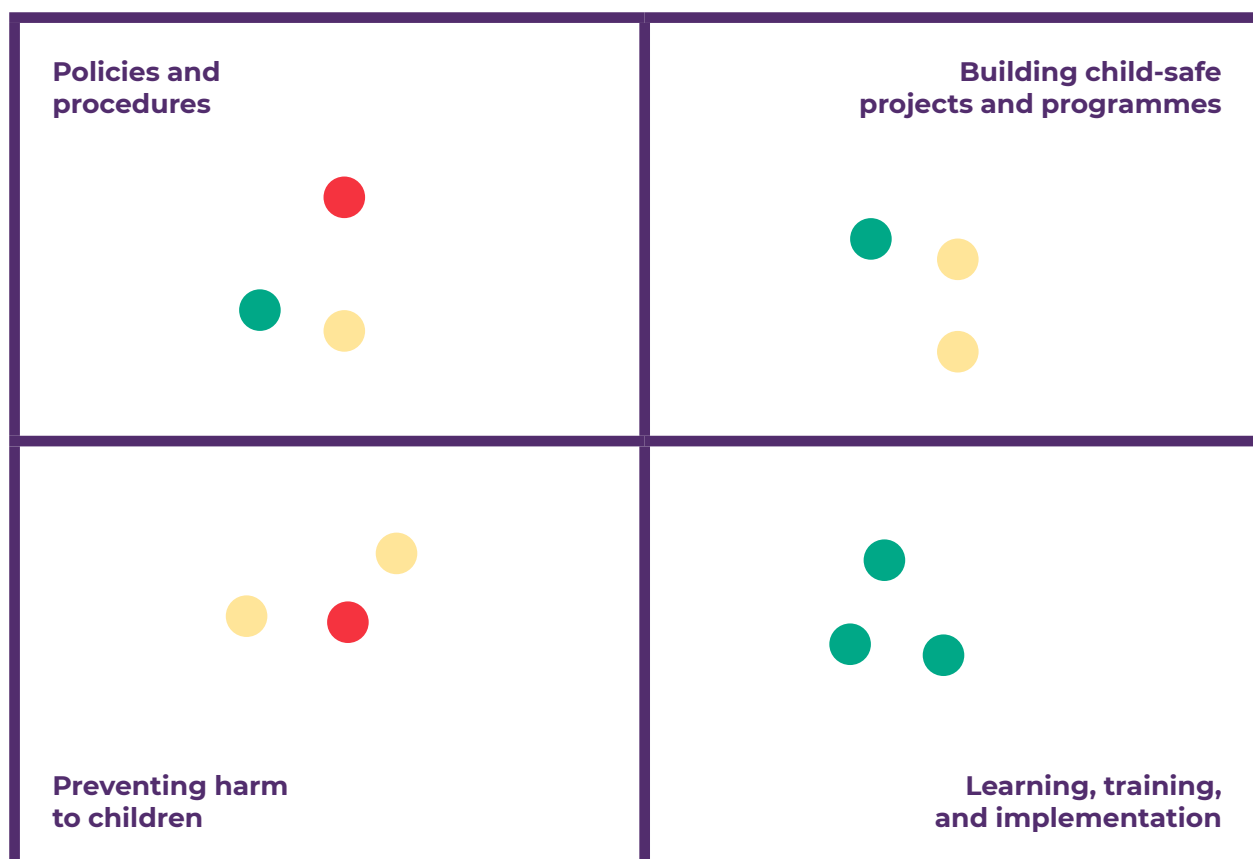


4. Learning, training, and implementation	In place (green)	Partially in place (yellow)	Not in place (red)
All staff and volunteers must have received a certain level of training on child safeguarding and child protection determined by their responsibility and level of contact with children.			
Guiding questions			
When projects are designed, implemented, and evaluated, is technical expertise available to assess and analyse the 'best interests of the child'?			
Is there clear guidance for staff and volunteers on how children will be kept safe during implementation of the activity?			
Is there a learning plan for staff and volunteers engaging with children if new to these areas of intervention?			
Is there an induction process in place that includes an introduction to the child protection approach and procedures, and safeguarding available in the National Society?			
Are all staff members and volunteers provided with opportunities to learn about how to recognise and respond to concerns about child migrants?			
Are mechanisms in place to monitor the implementation of the activities and capture best practices and lessons learned? Are mechanisms in place to monitor compliance with child protection principles and standards?			



- 5 Take the results of the self-assessment activity and transfer the answers to the matrix below by using different coloured pens or sticky dots for each category (A: In place (green), B: Partially done (yellow), and C: Not in place (red)).
- 6 Once groups have finished, brainstorm in plenary. Spend some time with participants to also think about possible mitigation actions that can help reduce risks. A further step that can be included in the plenary discussion is scoring the risks based on their likelihood/probability of occurring.

Self-assessment matrix



A: In place

B: Partially done

C: Not in place



Remote training tip

Depending on the platform, the self-assessment activity can be run by using the polling feature.

The polling feature allows facilitators to create single choice or multiple choice polling questions. Once launched, the answers will be gathered and visible immediately to all participants. The polling feature ensures responses can be collected anonymously.



ACTIVITY 3.1.5 ACTION PLAN – HOW TO MITIGATE RISKS



60 minutes



- Translate risks into mitigation plans and opportunities for prevention and safeguarding.



- Identify the key players, steps, and procedures to protect children and keep them safe.
- Complete an action plan after risk analysis to help decide what should be done to improve the system.



- Adjust the 'players' based on the structure of the National Society.
- Prepare the cards and cut them to be distributed to the participants.
- Prepare a big white poster and write down the categories: supportive, neutral, or against.



- Dots stickers
- Graph poster (big flipchart)
- Players cards



- Handout 32: Players cards



NOTES TO THE FACILITATOR

Doing a stakeholder analysis will help to identify roles and responsibilities within the National Society that can support the improvement of child protection and safeguarding mechanisms, while also strengthening the adherence to standards. It also helps to identify in advance possible bottle necks and challenges that prevent the establishment of a safe and conducive environment for child protection and safeguarding. This initial stakeholder analysis looks internally, but an external analysis can also be useful.



PROCEDURE

- 1 Ask participants to gather close to the poster on the floor representing the 'players graph.' Bear in mind mobility issues. Provide each participant with a card representing a 'player.' (Note that the 'players' may need to be amended based on National Society structures, and could be duplicated to represent larger departments.) Explain to participants that the aim of the game is to identify who can support or impede the work of practitioners with child migrants. Explain that each card represents



a role in the National Society and as such they represent a person or entity (like departments, sectors, etc.) who will be affected directly or indirectly by the work with child migrants and therefore can play a role in keeping children safe.

- 2 Participants should think about how the role on the card can be linked to working with child migrants, deciding if it can be supportive, neutral, or against to further improve child safeguarding and protection within the National Society.
- 3 One by one, ask participants to say to the group who is the 'player' on the card and what is the ranking, and to place their card on the poster accordingly.
- 4 The same exercise can be done including external players, such as donors, governmental institutions, and service providers.
- 5 Share in plenary and facilitate discussion by looking at the results of the rating.

Players Cards



Remote training tip

Regardless of the platform that is used for this activity, facilitators should promote interactivity. One way could be to get people to share their thoughts and ideas by using the chat feature or by raising hands.

Another way could be including polling questions in the PPT or using emoticons / emoji. White boards can also be used for people to enter their player in the appropriate column.



ACTIVITY 3.1.6 NATIONAL SOCIETY FEUD!



45 minutes



- Consolidate the learning from previous activities.



- This activity gives the opportunity to practice learning and to check knowledge acquired.
- It reinforces the core concepts and the importance of the role of management and leadership in child safeguarding and protection interventions.



- Get familiar with the sample of questions and prepare key points that might be relevant for the discussion.



- Copies of sample questions and answers



- Handout 33: Sample questions and answers



NOTES TO THE FACILITATOR

To provide an effective service, managers need to appoint staff who possess appropriate capacities and skills and create structures that assist staff to work well. This has implications for the design of programmes and for the organisation as a whole.

Well-organised support structures are likely to include psychosocial support for staff and volunteers who deliver front-line services. Managers must retain a strategic focus to ensure that programmes address overarching needs.



PROCEDURE

- 1 Invite the group to form two subgroups. Ask the subgroups to line up on opposite sides of the room and place a table between them. Participants should remain in the order in which they are lined up throughout the game.



- 2 The first person from each group goes to the table where the facilitator is standing. Through a coin toss or similar game, decide which team will go first in answering questions.
- 3 The winning player returns to their team, and the facilitator asks questions of each member of the team (in order of line up) until three people are unable to answer the question or until all answers have been exhausted.
- 4 If there are still more answers that the first team could not answer, the other team can be given an opportunity to add answers to that question. If there are no more answers to that question, the next question is asked of the other team.
- 5 Each team gets one point for each correct answer. Sample questions and answers are included, though more can be added for local context.

SAMPLE QUESTIONS AND ANSWERS

Start by stating that the questions have four parts: defining the National Society's role; building a plan of action; doing no harm; and sustaining action.

Actions to support unaccompanied and separated children (UASC) need to:

- Respect the Fundamental Principles of the International Red Cross Red Crescent Movement.
- Act on the basis of need and embrace the 'do no harm' principle of humanitarian assistance.
- Prioritise a humane and supportive approach whenever child migrants are in distress.
- Consider and prioritize the needs and wishes of the child, acting in his or her best interest.

When defining its role, what specific questions can help a National Society to prepare to act?

- What previous experience of working with child migrants does the National Society have?
- Why is the National Society choosing to work with child migrants?
- How has the National Society's leadership signalled that it supports work with child migrants?
- How have the needs of child migrants been determined? How have the special needs of children with disabilities been addressed? How have the gender-specific needs of girls and boys been addressed?
- How has the National Society's role been determined? Has an assessment been conducted or is one planned?
- Has the National Society had a dialogue with local government and other humanitarian agencies about its role in supporting child migrants? How does the National Society's role complement existing work by the government or other humanitarian agencies?



When building a plan of action, what specific questions help a National Society to prepare to act?

- What funding is available to support work with child migrants? Are available funds sufficient? Is the funding sustainable?
- Can existing National Society programmes be drawn from to inform or contribute to the plan (for example, in health, psychosocial support, RFL, with youth)?
- What lessons learned from past National Society or external projects will assist design and implementation of the project?
- Does the planned intervention have clear objectives? If so, what are its specific outcomes or outputs? Has a theory of change been defined? Are objectives based on needs identified by an assessment?
- How will support to child migrants be managed, taking account of the National Society's priorities? (Has a focal point been appointed? Have dedicated resources been set aside?)
- How will children's perspectives be included throughout the project?
- What challenges are anticipated? How will these be managed or overcome?

When considering the duty to do no harm, what questions can help a National Society prepare to act?

- How might a National Society cause harm to a child, despite its intention to help?
- What security risks for child migrants need to be prioritized? Will National Society volunteers and staff who implement the project face security risks?
- If there are concerns about physical, sexual, or psychological violence against children, have referral pathways been mapped? Do child migrants, volunteers, and staff have access to them?
- How will the capacity of staff and volunteers, and the quality of their work, be assessed? What is the training plan for staff and volunteers who will work with child migrants?
- When projects are designed, implemented, and evaluated, is technical expertise available to assess and analyse the 'best interests of the child'?
- What steps will be taken to screen staff and volunteers who interact with child migrants?
- Does the National Society have a child protection policy that sets out the roles and responsibilities of all personnel who work with children? Are all personnel who work with child migrants required to read and make a signed commitment to respect it?
- What systems enable child migrants to provide feedback or complain about the services they receive?
- Have clear expectations been set from the beginning?

What specific questions will help a National Society to sustain its actions?

- How long is the project expected to continue? What analysis is the timeline based on?
- What actions can be taken to ensure that activities with young migrants can be sustained?



ACTIVITY 3.1.7 THE NATIONAL SOCIETY: A CHILD SAFE ORGANISATION



60 minutes



- Summarise key elements to building a child safe organisation.
- Use learnings and concepts from previous modules to demonstrate the importance of institutionalising child protection and safeguarding.



- Use the learning and the core concepts explored so far to describe the necessary stages to build a safe organisation for child migrants.



- Prepare safe organisation cards.
- Ensure you have enough stationary and colouring materials.
- Make copies of the action plan for each group.



- Colouring material
- Copies of child safe organisation cards



- Handout 34: Child safe organisation cards



NOTES TO THE FACILITATOR

It is important to have this final activity to bring all the concepts, standards, and principles together. The work of a National Society should be grounded on child protection and safeguarding mechanisms as a shared responsibility and commitment towards children they work with.

Creating a safe environment at institutional level will guarantee that the best interests of the child will always be paramount and kept upfront, no matter what interventions or programming delivered. It will help create an institutional identity and a working culture where everyone will contribute toward safeguarding child migrants.

To effectively meet the specific needs of the affected population in migration contexts through humanitarian aid, child protection approaches are required to achieve effective quality programming. To achieve this, internal mechanisms are needed to operationalise principles and standards and to create an effective accountability framework.



PROCEDURE

- 1 Before starting, set the scene by telling participants that they are going to go on an imaginary path where they will build their own National Society as a child safe organisation. By being creative, participants will have the opportunity to brainstorm key elements that will be necessary to build a strong structure able to resist obstacles and challenges.
- 2 Divide participants into two groups and provide them with copies of child safe organisation cards (as below). Ask the group to think about the six (6) elements specified in the cards and to identify key steps necessary to put them in place.
- 3 Ask participants, through their group discussion, to shape their thoughts as if they are building a house, which represents the National Society premises. Encourage groups to think about all the actions necessary to create a strong and safe building, and to identify solutions to mitigate or overcome obstacles (internal and external).
- 4 Once the safe building is ready and all the elements are in place, ask participants to think about if any of those elements are not yet or partially present in the 'current structure' of the National Society. In this regard, it can be useful to return to the results of the self-assessment run during the previous activity.

Then ask participants to think about an action plan that will help to translate gaps into opportunities to make the National Society safer. Participants can use the matrix below to draft the action plan.

- 5 At the end of the exercise, make sure to emphasise that having a clear and realistic 'vision' on how to build a child safe structure will help to create a safer and conducive environment for child migrants and keep the National Society accountable in fulfilling its duties and responsibilities.
- 6 Finally, highlight that leaders and managers play a critical role in ensuring the proper structures are in place to create the right environment for child migrants.





Child safe organisation steps

1. Preparing the ground and the setting
2. Start building the foundations
3. Identify and establish mechanisms (policies, procedures, resources)
4. Programming
5. Identify and mitigate risks and challenges
6. Monitor, adapt, and evaluate

Action plan matrix

Organisation structure	Gaps	Actions	By whom	By when	Possible barriers	Resources needed
1. Preparing the ground and the setting						
2. Start building the foundations						
3. Identify and establish mechanisms (policies, procedures, resources)						
4. Programming						
5. Identify and mitigate risks and challenges						
6. Monitor, adapt, and evaluate						



1. Preparing the ground and the setting

2. Start building the foundations

3. Identify and establish mechanisms

4. Programming

5. Identify and mitigate risks and challenges

6. Monitor, adapt, and evaluate



LIST OF PHOTOS

- Pg 10** Idomeni, Greece, 15 March 2016. Over 12,000 people, predominantly families, have been stranded by the border in Greece for over three weeks in appalling conditions. More than a week of heavy rain and cold weather is making the situation even more dire with children having to spend their days in soaking clothes and shoes without having access to warmth and proper sanitation.
- Pg 28** South Africa, 2007.
- Pg 33** Ritsona camp, Greece, May 2016 Children's drawings at the child friendly space run by Spanish Red Cross.
- Pg 36** Rostov-on-Don, Russia, 2015. Russian Red Cross Society has helped the refugees fleeing from conflict areas in Eastern Ukraine. Children playing in the yard of a temporary shelter.
- Pg 41** Ritsona camp, Greece, May 2016. A child living in the camp.
- Pg 46** Skaramagas, Greece, 12 May 2016. Skaramagas is a recently established relocation centre in Athens, which currently houses almost 3000 migrants. An innovative cooperation between Red Cross and Red Noses clowns helps to bring smiles on the faces of children again while their parents wait for food and hygiene items distributed by Hellenic Red Cross staff and volunteers. During their show the clowns also share health and hygiene messages in a fun way to for example encourage everyone to pick up trash.
- Pg 48** Mozambique, 2020. One year after Hurricane Idai at a school in Beira, children learning about the menstrual cycle, protection, gender and inclusion.
- Pg 59** Greece. Nurses are teaching children how to take care of their oral hygiene through games and drawings in the Refugee and Immigrant reception centre in Malakasa, run by the the Hellenic Red Cross.
- Pg 67** Sombor, Serbia, July 2019. Karim Kashmida from Tunisia reads a book in a children's library at the migrant reception centre in Sombor. Between 30% and 50% of refugees and migrants in Serbia are children. In dedicated child-friendly spaces the workshops combine educational activities like first aid skills and anti-trafficking awareness exercises with creative activities like drawing, structured play, colouring and storytelling.
- Pg 95** Subotica, Serbia, July 2019. At a migrant reception centre in Subotica, Red Cross volunteer Sanja Grsic helps eight-year-old Zenb from Iraq complete an educational jigsaw puzzle aimed at helping children to recognise potentially dangerous situations and advise them how to take action. Between a third and half of refugees and migrants in Serbia are children.
- Pg 98** September 11, 2011. El Calvario neighbourhood in Cali, Colombia. For many children in El Calvario, their homes are their playgrounds. Most families don't allow their kids to play in the streets due to the great danger that this exposes them to.
- Pg 127** Sedra, Bosnia and Herzegovina, July 2019. Meet four sisters from Iraq: Narqis, Nur, Zaynab and Fatema are currently staying in Sedra camp with their father. These cheerful girls enjoy playing outdoor games with Red Cross volunteers. Narqis (7) is the oldest and loves flowers, while her sister Nur (6) enjoys hugging and posing in front of cameras. The youngest sisters – Zaynab (4) and Fatema (3) - are only interested in playing and fun. The Red Cross provides meals, RFL service and psychosocial support in Sedra camp for about 350 people, mostly families with children and other vulnerable migrants.



- Pg 131** Sldomeni, Greece, 19 April 2016. Over 10.000 people have been stranded by the border in Idomeni for two months. More than 40 per cent are children. The Hellenic Red Cross staff and volunteers organise activities for children to make them smile and laugh despite the dire conditions. Their happiness goes a long way in ensuring that also their parents and everyone else feels better.
- Pg 133** Hegyeshalom, Hungary, 2015. Syrian child on the train that brought a couple of thousand of migrants from the Croatian border to Hungary. At a former checkpoint 3 km away from the train station, the Hungarian Red Cross is handing out fresh sandwiches, water, biscuits and fresh fruit for children as well as baby food to the newly arrived migrants. There are thousands of migrants arriving every day in Hungary from the neighbouring Croatia who continue their journey to Austria, aiming for Germany and other countries in northern Europe.
- Pg 134** September, 2016. Calmer seas over the past week have seen an increase in the number of people risking the treacherous journey across the Mediterranean to seek safety in Europe. "We just had to leave Benghazi," said a woman who fled Libya with her two young daughters. "Our house was destroyed, I lost my job and so did my husband. We had no papers to leave legally."
- Pg 136** Nea Kavala, Greece, 2016. Child living in the camp plays with a toy she brought all the way from her home in Syria.
- Pg 146** Athens, Greece, 17 March 2016. With the support of the International Federation of the Red Cross and Red Crescent Societies and National Societies around the world, Hellenic Red Cross continues to provide relief, healthcare and psycho-social support to the migrants arriving to Greece.
- Pg 150** Turkey, 2020. Rim's life in Turkey where she sought shelter with her family due to increasing clashes in Syria has been interrupted by the COVID-19 pandemic.
- Pg 158** Lavrio, Greece, 29 May 2015 Young boys at the Kurdish cultural cafe in the Lavrio Centre for asylum seekers. The Lavrio Centre for asylum seekers has been operational for almost 70 years. Owned and funded by the Greek Ministry of Labour, it is staffed and managed by Hellenic Red Cross, and is an important part of the society's support system for migrants.
- pg 162** Diavata, Greece, 18 April 2016. There is a long queue of people outside of the container which serves as the Hellenic Red Cross health care clinic at the Diavata camp close to Thessaloniki. Doctor Valia Papageorgiou laughs with the children poking in through the window. For the past two months, she has worked here either in the morning or the afternoon shift five days a week. She sees about 70-80 patients each shift.
- Pg 175** Cherso, Greece, 19 March 2016. The Hellenic Red Cross has been assisting migrants in Northern Greece at the Idomeni border camp since the onset of the crisis by providing healthcare and distributing relief. With the support of the International Federation of Red Cross and Red Crescent Societies, the Hellenic Red Cross is now answering to the worsening humanitarian situation by scaling up its activities. At the request of the Greek authorities, the Finnish and German Red Cross will establish a joint health clinic to the the Cherso and Nea Kavala camps near Greece's northern border. The clinic will serve approximately 8000 inhabitants, 4000 in each camp. More than half of the inhabitants are women and children.



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THE FUNDAMENTAL PRINCIPLES OF THE INTERNATIONAL RED CROSS AND RED CRESCENT MOVEMENT

Humanity

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality

In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary service

It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity

There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality

The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.



The International Federation of Red Cross and Red Crescent Societies (IFRC) is the world's largest humanitarian network, with **192 National Red Cross and Red Crescent Societies** and around **14 million volunteers**. Our volunteers are present in communities before, during and after a crisis or disaster. We work in the most hard to reach and complex settings in the world, saving lives and promoting human dignity. We support communities to become stronger and more resilient places where people can live safe and healthy lives, and have opportunities to thrive