

Children Associated with Armed Forces and Armed Groups (CAAFAG) and COVID-19

Facilitator Guide

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COURSE OVERVIEW

Course aim: To introduce key approaches and processes in remote CAAFAG programming during COVID-19 and other IDOs.

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

- Describe considerations to safely continue verification of reports remotely
- Describe the process of safely verifying the children in the ranks of armed forces or armed groups, and continue to facilitate the release of children
- Describe the key considerations involved in safely providing alternative care, tracing families, and reunifying children during COVID-19 and other IDOs

Target audience: Child protection in humanitarian action (CPHA) practitioners, primarily officers, but also managers/coordinators who are involved in programming for children associated with armed forces and armed groups (CAAFAG) during COVID-19 and other infectious disease outbreaks (IDOs) involving person-to-person transmission.

Related competencies:

- 3.5 Preventing and responding to risks of children associated with armed forces and groups (CAAFAG)
- 4.6 Developing strategies for alternative care
(Refer to the [CPHA Competency Framework](#).)

Prerequisites: Managers and coordinators attending this module are recommended to have already completed the CAAFAG Program Continuity during COVID-19 module.

Agenda: Sample agendas for face-to-face and remotely facilitated module delivery are shown below. These can be adapted as required for your context.

Face to face:

Time	Session
9:30 - 10:15	Welcome and introductions
10:15 - 10:30	Break
10:30 - 11:50	Verifying monitoring and reporting mechanism (MRM) reports
11:50 - 12:45	Verification and release
12:45 - 13:45	Lunch

13:45 - 15:45	Alternative care
15:45 - 16:00	Break
16:00 - 16:45	Evaluation and close

Remotely facilitated:

	Option 1	Option 2
Session 1	180 min. Welcome and introduction Technology introduction Verifying MRM reports Verification and release	60 min. Welcome and introduction Technology introduction
Session 2	180 min. Alternative care Evaluation and close	120 min. Verifying MRM reports Verification and release
Session 3	Not applicable for this session.	120 min. Alternative care
Session 4	Not applicable for this session.	45 min. Evaluation and close

NOTE: The exact length and timings of the Delivering your Session live session will need to be confirmed based on the number of participants you have. See the note in the session plan below.

Equipment, materials and preparation required:

- Flipcharts (4 of them)
- Assorted colored markers (enough for 4 groups to use simultaneously)
- Post-it notes

Supporting information:

- The content of this learning module is largely based on the “Key Messages and Considerations for Programming for Children Associated with Armed Forces or Armed Groups During the COVID-19 Pandemic,” Version 2. It is recommended that the facilitator be familiar with this guidance note.
- It is also recommended that the facilitator be familiar with the interagency guidance for alternative care during COVID-19 and for family tracing and reunification:
 - [Protection of Children during the COVID-19 Pandemic: Children and Alternative Care](#)
 - [Guidance for Alternative Care Provision During COVID-19](#)

- [Family Tracing and Reunification](#)
- Recommended group size: 12-24 participants for face-to-face delivery, and 12-20 for remotely facilitated delivery.
- Contextualizing the course:
 - Some onboarding activities may need to be adjusted for appropriateness to target audience.
 - If you have context-specific examples, these can be substituted for the Mali example in the “Alternative Care” session, the bingo card exercise in the same session, or for the recap activity in “Evaluation and Close.” However, it may be useful for the participants to learn about what has been done in other contexts, to generate new ideas for their own programs.

Face-to-face delivery:

If delivering the training in person, ensure that you are following the relevant COVID-19 regulations and precautions. These may include:

- Limits on the number of people present
- Requirements regarding the size of the training room
- Provision of handwashing facilities or hand sanitizer and personal protective equipment, such as face masks
- Arrangement of the room to allow participants to be appropriately distanced
- Increased air flow via open windows and doors
- Limited sharing of equipment and resources (e.g., allocating a marker and Post-it notes to each participant for the duration of the course)

Remotely facilitated delivery:

Platform-specific instructions have been avoided in the development of this course. Once you have identified which online platforms you will use, we recommend reviewing all exercise instructions to ensure that they are clear and specific, to enable the participants to engage quickly and easily with the interactive elements of the course.

To deliver the exercises in this course, you will need the following technical platforms and tools:

- Video calling platform with breakout-room and chat functionality (e.g., Zoom, Microsoft Teams, Google Meet)
- Interactive online whiteboard with Post-it and drawing functionalities (e.g., Miro, MURAL, Google Jamboard)
- An online shared folder where participants can access key course resources (e.g., Dropbox, Google Drive, Microsoft OneDrive)

The specific preparation required ahead of each session is detailed in the session plans below, including a sample layout for online whiteboards.

It is essential that the facilitator and technical producer prepare the course together, to ensure that their respective roles and responsibilities are clear and agreed.

Note, the technical producer does not need any specific qualifications, only to be comfortable and confident using the chosen video calling platform to support the facilitator appropriately.

For more details on the roles and responsibilities, see [“Role of the Producer”](#) handout.

Overview of Sessions & Learning Objectives

Welcome and Introductions
<p>Session aim: To introduce the participants to the course, each other, and to the facilitation team.</p> <p>By the end of the session, participants will be able to</p> <ul style="list-style-type: none"> Recall the structure and objectives of the course Introduce the facilitators and their fellow participants Use the key features of the remote learning platform(s) [Applicable to remotely facilitated training only]
Session 1: Verifying MRM Reports
<p>Session aim: To enable participants to identify ways to safely continue the verification of grave violations of child rights, including remotely.</p>
<p>S1. O1: Recognize the challenges posed to verification of reports by COVID-19</p>
<p>S1. O2: Describe the key considerations to conduct remote verification of reports during COVID-19</p>
Session 2: Verification and Release
<p>Session aim: To enable the participants to identify ways to support the release of children formerly associated with armed forces and armed groups.</p>
<p>S2. O1: Describe what is required to safely verify and facilitate the release of children formerly associated with armed groups during COVID-19</p>

Session 3: Alternative Care

Session aim: To introduce the key considerations in safely providing alternative care, tracing families, and reunifying children with their families during COVID-19 and other IDOs.

S3. O1: Identify potential COVID-related risks to children in transit and at interim care centers and alternative care facilities

S3. O2: Recognize the potential impacts of COVID-19 on family tracing and reunification of CAAFAG

S3.O3: Describe the key considerations involved in safely providing alternative care, tracing families, and reunifying children with their families during COVID-19 and other IDOs

Session 4: Evaluation and Close

Session aim: To collect participant feedback, recap key learning points, and close the course.





S4. O1: Identify their key learnings from the course

S4. O2: Evaluate the course and provide feedback to the facilitators



Welcome and Introductions

SESSION PLAN:

Session Length 	45 minutes face to face, 60 minutes remote (including an introduction to the technology)
Aim and Learning Outcomes 	<p>Session Aim: To introduce the participants to the course, each other, and to the facilitation team.</p> <p>By the end of the session, participants will be able to:</p> <ul style="list-style-type: none">• Recall the structure and objectives of the course• Introduce the facilitators and their fellow participants• Use the key features of the remote learning platform(s) [Applicable to remotely facilitated training only]
Key learning points 	Not applicable for this session.
Related Materials & Supporting Information 	<p>The learning environment — behaviors you may want to elicit from the participants:</p> <ul style="list-style-type: none">• Respect• Punctuality• Willingness to Listen• Openness to new ideas and perspectives• Eagerness to learn• Readiness to share experiences

Preparation Required



Preparation required for face-to-face training: Not applicable for this session.

Preparation required for remotely facilitated training:

- The Welcome and Introductions session contains a 15-minute segment during which you introduce the participants to the key features of the selected video calling platform, and to the other online tools that will be used during the course. The technical producer should design this section of the course once all the platforms have been confirmed.
- You should prepare an online whiteboard for the learning environment part of this session; no preparation or access for the participants is required.




Time	Facilitator Notes: face-to-face	Remote delivery / producer Notes	Screen / Resource
5 min.	Welcome Introduce yourself and welcome the participants to the course.	Start the call 15 minutes early and display an onboarding activity on the screen. Welcome the participants by name as they join the call, and then introduce the producer, explaining that they are available to answer any technology questions.	
10 min.	Icebreaker Explain that this session will start with a quick activity, and then proceed to the introductions. Put the participants into groups of 4 and explain that they have 3 minutes to come up with a list of 5 things they have in common.	Randomly divide the participants into groups of around 4, and assign each group to a breakout room.	



15 min.	Introductions Invite any co-facilitators and all of the participants to briefly introduce themselves to the group, saying their names, positions, and organizations.		
15 min.	Technical introduction This is applicable only to remotely facilitated training.	NOTE: This section needs to be developed by the technical producer based on the platforms and tools you will be using in the course. The aim is to familiarize the participants with the key technological feature quickly and easily engage in the activities during the rest of the course.	
10 min.	The learning environment In plenary, ask: <i>“How do we want to work together? What behaviors do we commit to, in order to make the most of our time together?”</i> Facilitate the discussion and make a note of the commitments suggested by the participants on a flipchart. Then display the flipchart on the wall of the training room. Show the slides and outline the course objectives and structure.	Use the built-in whiteboard function or another online whiteboard. The producer should take notes during the discussion and then share a link to the notes for participants’ future reference.	PowerPoint (PPT) slides 3 and 4
5 min.	Wrap-up Wrap up this session, checking for any questions.	In a remote session, use this time for a 5-minute screen break.	



Verifying MRM Reports

SESSION PLAN:

Session Length 	80 minutes
Aim and Learning Outcomes 	<p>Session aim: To enable participants to identify ways to safely continue the verification of grave violations of child rights, including remotely.</p> <p>By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> • Recognize the challenges posed to verification of reports by COVID-19; • Describe the key considerations to conduct remote verification of reports during COVID-19
Key Learning Points 	<ul style="list-style-type: none"> • In contexts where a Monitoring and Reporting Mechanism (MRM) is in place, alerts and initial reports of grave violations being perpetrated against children continue to be received from multiple sources at the community level. The ability to verify reported cases depends on the level of mobility in each country and the geographic area affected by the country's public health measures. For countries with few or no restrictions on movement, verification can continue to operate as it did before to the COVID-19 pandemic. For countries with restrictions, alerts are being recorded, but the ability of child protection actors to verify the information may be limited. • Monitoring and Reporting Mechanism (MRM) activities should not expose victims and witnesses to the risk of COVID-19 infection. • As per the existing global guidelines, MRM activities should not require victims and/or witnesses, including children and families, to share information on an incident in an

	<p>environment that exposes them to security risks and threats. This is particularly the case if alternative communication channels, such as mobile devices and applications, are remote or insecure, or if follow-up with the victims and witnesses is impossible.</p> <ul style="list-style-type: none"> • Assess the security of the methods used for carrying out remote verification. If there is a risk that phone lines could be tapped or internet communication can be intercepted, these methods should be avoided. • Child protection actors who engage in reporting or verification should not attempt to report or verify a case when the safety or security standards cannot be met, or when health considerations or movement restrictions make it inadvisable or illegal to do so. • At the country level, monitoring and reporting task forces should map their networks of sources, and clearly communicate their expectations regarding alerts and the verification of incidents. • Establish or adapt information-sharing protocols to secure the protection of data through all phases, including collection, transmission, and storage
<p>Preparation Required</p> 	<p>Preparation required for face-to-face training: Not applicable for this session.</p> <p>Preparation required for remotely facilitated training:</p> <ul style="list-style-type: none"> • Prepare a virtual whiteboard with space for group brainstorming. • Share 5 documents online with the titles: “Lack of Access to Sources,” “Keeping Victims and Witnesses Safe,” “Keeping Data Safe,” “Keeping Data Collector(s) Safe,” and “Other.”
<p>Related Materials</p> 	<p>Not applicable for this session.</p>

Time	Facilitator Notes	Producer Notes	Screen / Resource
5 min.	<p>Introduction</p> <p>Welcome the participants to the session and share the session aim and objectives.</p>		PPT slide 6 and 7
15 min.	<p>Challenges to verification of reports</p> <p>Say: <i>“In all countries in which there is a monitoring and reporting system for grave violations against children, this system should continue. This includes reports of recruitment and use of children by armed forces or armed groups, which are the focus of this course. In these locations engagement with parties to conflict should be maintained to the extent possible.</i></p> <p><i>“At the community level, alerts and initial reports of grave violations being perpetrated against children will continue to be received from multiple sources. In countries with few or no movement restrictions, verification should be conducted as it was prior to the COVID-19 pandemic. In countries with restrictions, alerts are being recorded, but the ability of child-protection actors to verify the information may be limited.”</i></p> <p>Divide the participants into pairs, and ask them to identify the main challenges to verification of reports of rights violations in their context due to COVID-19. Ask them to write each one challenge on a Post-it and add the Post-its to a wall or whiteboard in the training room.</p>		PPT slide 8




	<p>Give the participants 10 minutes to complete this task, encouraging them to keep adding their Post-it notes as they go along.</p> <p>While they are working, the facilitator should review the Post-it notes, and then group them on the wall/whiteboard, under the following categories:</p> <ul style="list-style-type: none"> • Lack of access to sources • Keeping victims and witnesses safe • Keeping data safe • Keeping data collector(s) safe • Other (if needed) <p>When the 10 minutes are up, or when the group has run out of inputs, bring everyone back together and provide an overview of the categories and the challenges that have been identified under each. (Specify which challenges, if any, fall under “other” and any other additional categories you have identified based on the inputs.)</p>	<p>Prepare breakout rooms with 2 or 3 participants each.</p> <p>Paste in the chat function: <i>“Identify the main challenges to verification of reports of rights violations in your context due to COVID-19. Write each one on a Post-it and add it to the virtual whiteboard [include link].”</i></p> <p>Launch the breakout rooms, and give the participants 10 minutes. During this time, make a note of the pairings, as you will need to recreate them later.</p> <p>Close the breakout rooms.</p> <p>Screen share the virtual whiteboard to show the categories being discussed.</p>	
40 min.	<p>Key considerations for remote verification</p> <p><u>Group exercise (15 mins):</u> Say: <i>“We are now going to focus on what key considerations are involved in continuing verifications remotely.”</i></p> <p>Divide the participants into 4 or 5 groups (depending on whether you had an additional category of challenges in the previous activity). Ensure that the pairs from the previous exercise are split into different groups for this next part of the exercise.</p> <p>Assign each group one of the following categories of challenges:</p> <ul style="list-style-type: none"> • Lack of access to sources 	<p>Prepare 4 or 5 breakout rooms and, if possible, name them according to the categories of challenges.</p> <p>Ensure that the pairs from the previous exercise are assigned to different groups.</p>	



	<ul style="list-style-type: none"> • Keeping victims and witnesses safe • Keeping data safe • Keeping the data collector(s) safe • Other (specify, based on the previous exercise) <p>Ask the participants in each group to discuss their assigned category, drawing on their experience to identify solutions and key considerations. They should note them on a flipchart. Tell them that they have 15 minutes. After the 15 minutes are up, stop the exercise and display the flipcharts around the room.</p> <p><u>Gallery walk (15 mins):</u> Ask participants to find their original partners from the first exercise, and take them on a gallery walk (i.e., a walk around the room, reviewing the flipcharts together). The pairs should each discuss anything that is particularly interesting or unclear, to help each other's understanding of the challenges of remote verification.</p> <p>Also invite the participants to add any additional ideas they think of to the relevant flipchart. Allow them 15 minutes for this activity.</p> <p><u>Debrief (10 mins):</u> Bring the participants back together and ask them to return to their seats. Invite the participants to share any questions, requests for clarification, or brief reflections.</p>	<p>Paste in the chat function: <i>"In your group, discuss the assigned category, drawing on your experience to identify solutions and key considerations related to the category. Refer back to the whiteboard for a reminder of the challenges you are to address. Take notes in the relevant shared document here [add link]."</i></p> <p>Launch the breakout rooms and allow the participants 15 minutes. Monitor the shared documents to see how the participants are progressing.</p> <p>When the 15 minutes are up, close the breakout rooms.</p> <p>Prepare breakout rooms for the original pairs from the first exercise.</p> <p>For the "gallery walk" in the remote sessions, all the pairs should open and review each shared document. Allow 15 minutes for this activity.</p> <p>Close the breakout rooms.</p>	PPT slide 8
5 min.	<p>Wrap-up</p> <p>Recap the key learning points to wrap up the session.</p>		



Verification and Release

SESSION PLAN:

Session Length 	55 minutes
Aim and Learning Outcomes 	<p>Session aim: To enable the participants to identify ways to support the release of children formerly associated with armed forces and armed groups.</p> <p>By the end of the session, participants will be able to:</p> <ul style="list-style-type: none">• Describe what is required to safely verify and facilitate the release of children formerly associated with armed groups during COVID-19.
Key Learning Points 	<ul style="list-style-type: none">• Releases must often take place face to face. Child protection actors need to travel to remote locations and interview children to verify their status as children associated with AFAG and secure their release. It should be considered a life-saving intervention that warrants face-to-face contact and special permission to travel, as well as the provision of appropriate personal protective equipment (PPE).• To safely engage with children and families during the verification process, and to facilitate the continued safe release of children, it is important to:<ul style="list-style-type: none">– Identify the risks and initiate virus-transmission-mitigation measures so that interventions can continue.– Engage with all the relevant actors to prioritize formal verification and release processes and informal community-based identification mechanisms as life-saving interventions, which may require face-to-face interaction.

	<ul style="list-style-type: none"> – Keep release and identification processes as rapid as possible, with safety, dignity, health, and confidentiality as key considerations. – Conduct physical health assessments of the children during verification and release processes. Screen for virus symptoms in line with WHO guidelines. Health-care staff deployed to conduct testing during verification and release should receive training in dealing with CAAFAG, including identification and referral, MHPSS and safeguarding. – Provide children, families, and communities with information on children's right to be released at all times and their options for release, as well as information on measures to limit the risk of children becoming infected and transmitting the virus when they re-enter their communities. – If children have tested positive for COVID-19, and this is a concern, measures should be outlined for arranging a safe space before entering communities, if possible. This will also help reduce the stigma associated with infection. If this is not possible, an appropriate /safe/comfortable place for 'quarantine' in the community should be ensured.
Preparation Required 	<p>Preparation required for face-to-face training:</p> <ul style="list-style-type: none"> • Print copies of the Mali case study, 1 per 3 participants <p>Preparation required for remotely facilitated training:</p> <ul style="list-style-type: none"> • Save a copy of the Mali case study in a shared folder and add the link to the session plan.
Related Materials & Supporting Information 	<p>Mali case study:</p> <p><u>Background:</u></p> <p>In Mali, 189 boys and 26 girls were separated from armed groups in 2019; and in the first half of 2020, 186 boys and 42 girls were separated from armed groups.</p>

Recruitment is principally to a range of volunteer roles including as porters and messengers. Factors encouraging the recruitment of children include: a climate of insecurity; the proliferation of armed groups; increasing intercommunity conflicts; weakness or absence of basic social services, especially education; a lack of opportunities; and the pressure/desire to protect family property and maintain the integrity of family and community ties.

Impact of and response to COVID-19:

In the second half of 2020, COVID-19 disrupted CAAFAG programming in Mali. The closure of schools heightened the risk of recruitment, at the same time that movement restrictions prevented child protection workers from visiting affected areas and meeting with key stakeholders.

To respond to this challenge, CPHA actors identified influential community leaders in key geographic areas. They then carried out a mapping exercise of key stakeholders in the verification and release process, and the potential connections between them and the community leaders.

Result:

Based on the mapping exercise, the CPHA workers were able to take a community-led approach, in which community leaders were mobilized to facilitate contact with, and seek the support of, key stakeholders. This included communicating with the leaders of the armed groups, coordinating the release of children, and recognizing and alerting CP actors to potential cases of recruitment. Engaging influential community leaders allowed for communication with armed groups where CP actors were not able to access due to COVID-19 restrictions. This approach thus enabled the verification and release process to take place.




Time	Facilitator Notes	Producer Notes	Screen/Resource
5 min.	<p>Introduction</p> <p>Welcome the participants to the session and share the session aim and objectives.</p> <p>Explain that the verification and release processes may have to take place face to face. CP actors often need to travel to remote locations and interview children to verify their status as children associated with AFAG and secure their release. It should be considered a life-saving intervention that warrants face-to-face contact and special permission to travel, as well as the provision of appropriate PPE.</p> <p>Explain that, in this session, the participants will identify ways to continue supporting these activities during COVID-19 or any other IDO.</p>		PPT slide 9 and 10
25 min.	<p>Case study</p> <p>Tell the participants that they are now going to use a case study to consider how to safely verify and facilitate the release of children during COVID-19. Divide the participants into groups of around 3. Instruct them as follows:</p> <ul style="list-style-type: none"> • Read the case study and discuss the steps taken in the example to enable the safe verification and release of children during COVID-19. • Discuss: What other ideas do you have for steps that could have been taken? • Now refer to a similar challenge in your own context and discuss: <i>Is there anything from this case study</i> 	<p>Prepare breakout rooms for 3 participants each.</p> <p>Paste into the chat function: <i>“Read the case study and discuss:</i> <ul style="list-style-type: none"> • <i>What steps were taken in the example, to enable the safe verification and release of children during COVID-19?</i> • <i>What other ideas do you have regarding steps that could have been taken?</i> • <i>Is there anything from this case study that could you apply to your own context?</i> </p>	

	<p><i>that could you apply to your own context?</i></p> <ul style="list-style-type: none"> • Be prepared to choose one example from your group to share with the rest of the participants. <p>Hand out the case study, allow a few minutes for the participants to read it, and then allow 20 minutes for the activity. Circulate among the groups to provide support as needed.</p>	<p>Share a link to the case study.</p> <p>Launch the breakout rooms. Allow the participants 20 minutes for this activity.</p>	
15 min.	<p>Plenary feedback</p> <p>Bring the group back together and facilitate feedback on the case-study activity. Ask: <i>“What steps were taken in this example, and what other steps did you come up with that could also enable the safe verification and release of children during COVID-19?”</i></p> <p>Ensure that the following key points from the technical-guidance note are covered, either by asking additional questions, or by referring to them during the discussion.</p> <p>To safely verify and facilitate the release of children, it is important to:</p> <ul style="list-style-type: none"> • Identify risks and initiate virus-transmission-mitigation measures to allow interventions to continue. • Engage with all the relevant actors to prioritize formal verification and release processes, and informal community-based identification mechanisms, as life-saving interventions. • Keep the release and identification processes as rapid as possible, with safety, dignity, health, and confidentiality as key considerations. 	<p>Close the breakout rooms</p>	

	<ul style="list-style-type: none"> • Conduct physical health assessments of children during the verification and release processes. Screen for virus symptoms in line with WHO guidelines. Health-care staff deployed to conduct testing during verification and release should receive training in dealing with CAAFAG. • Provide children, families, and communities with information on children's right to be released, their options for release, reintegration support, and on measures to limit the risk of children becoming infected and transmitting the virus when they re-enter communities. 		
10 min.	<p>Wrap-up</p> <p>Explain that, to wrap up the session, you would like to hear how this case study relates to the participants' own work. Ask: <i>"What aspects of this case study could you apply to your context?"</i></p> <p>Listen to some answers, thank the participants for sharing them, and wrap up the session.</p>		



Alternative Care SESSION PLAN:

Session Length 	120 minutes
Aim and Learning Outcomes 	<p>Session aim: To introduce the key considerations in safely providing alternative care, tracing families, and reunifying children with their families during COVID-19 and other IDOs.</p> <p>By the end of the session, participants will be able to:</p> <ul style="list-style-type: none">• Identify potential COVID-related risks to children in transit and at interim care centers and alternative care facilities• Recognize the potential impacts of COVID-19 on family tracing and reunification of CAAFAG• Describe the key considerations involved in safely providing alternative care, tracing families, and reunifying children with their families during COVID-19 and other IDOs
Key Learning Points 	<ul style="list-style-type: none">• Potential COVID-related risks in transit and at interim care centers and alternative care facilities include the following:<ul style="list-style-type: none">– Public health measures that may result in lower levels of supervision or care of children, which may increase the risk of exploitation or abuse– Sudden closures of centers without adequate planning– Prolonged stays at centers due to delays in family reunification and diminished functioning of child protection systems– Reduced opportunities for children at the centers to interact with other children and with members of the local community.

- COVID-19 may impact family tracing and reunification and negatively impact CAAFAG themselves, through:
 - Delays or halts to family tracing and reunification efforts due to restrictions on movement
 - A lack of available staff
 - The hesitation of families and communities to receive children due to a perceived risk of COVID-19 infection
 - Direct impacts of COVID-19 on families and communities, making them unable to receive the children
- To safely provide alternative care, it is important that existing transit and interim care centers, registration processes, and release and reintegration services continue, enabled by adaptations aimed at containing, controlling, and mitigating COVID-19
 - Prioritize family-based interim care over center-based care as far as possible. In collaboration with health-care workers, before placement occurs, families and children should be checked for symptoms and briefed on COVID-19 prevention measures.
- Steps must be taken to maintain family links and communication channels until reunification is possible, including:
 - Working with a trusted adult to explain to a child if it is not possible to reunify immediately due to COVID-19 restrictions
 - Establishing safe alternative communication methods and channels to continue dialogue and engagement with the communities into which children will be reintegrated
 - Engaging partner organizations with a physical presence in key geographic locations to support casework and report back by telephone

Preparation Required



Preparation required for face-to-face training:

- Print and cut out [Bingo Cards](#)
- Reference [Bingo Learning Tool](#) for further directions

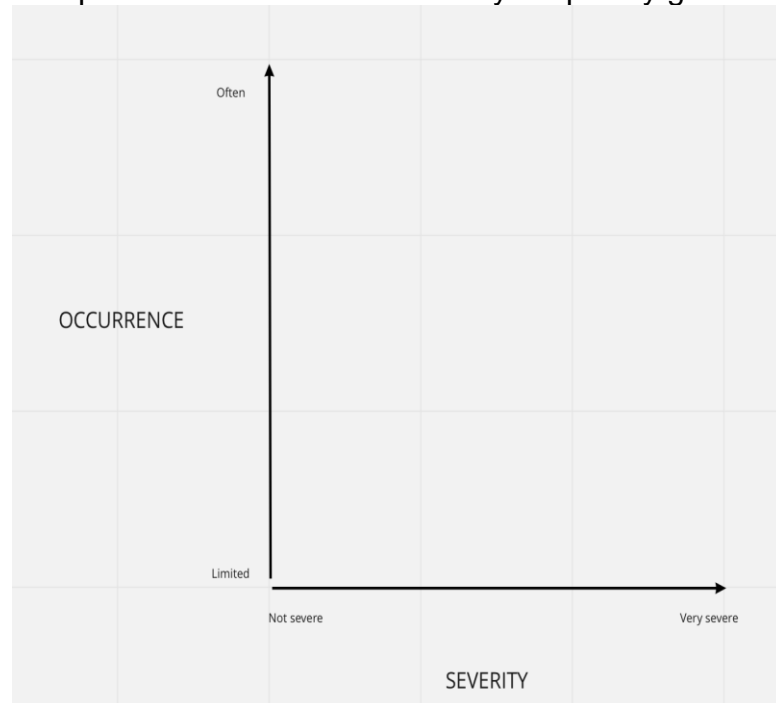
Preparation required for remotely facilitated training:

- Prepare a blank grid on the virtual whiteboard with the x-axis measuring *severity* of occurrences (from “not very severe” to “very severe”), and the y-axis measuring the *frequency* of occurrences (from “limited” to “often”).
- Add the bingo cards to a virtual whiteboard and assign each a number.
- Reference [Bingo Learning Tool](#) for further directions

Related Materials & Supporting Information



Sample virtual whiteboard: severity/frequency grid



The approaches and associated countries are listed on the bingo cards as follows:

- Development of a business continuity plan (Nigeria)
- Health clinics and isolation centers created inside alternative care facilities (Nigeria)

	<ul style="list-style-type: none"> • Orientation for children on COVID-19 prevention (Nigeria) • Orientation for staff on COVID-19 prevention (Nigeria) • Daily messages to keep children motivated (Nigeria) • Mobilization of other actors in locations that cannot be reached (DRC) • Capacity building for transitional foster families (DRC) • Livelihood activities for foster families (DRC) • Identification of influential community leaders (Mali) • Mapping of stakeholder relationships (Mali) • Community-led approach to maintaining contact with key stakeholders (Mali) • Communications via mobile phone, group chats, and social media (Philippines) • Following social distancing protocols (Philippines) • Conducting home visits using rented motorbikes and boats (Philippines) • Reaching children via neighbors or other family members (Philippines)
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Time	Facilitator Notes	Producer Notes (Remote Delivery)	Screen/Resource
5 min.	Introduction Welcome the participants to the session and share the session aim and objectives.	Start the call 15 minutes early and display an onboarding activity on the screen. Welcome participants by name as they join the call.	PPT slide 12
25 min.	Risks in alternative care — illustrations Organize the participants into small groups of around 4 people and provide each group with flipcharts and assorted colored markers.	Prepare breakout rooms for groups of 4 participants. Instead of flipcharts, use a virtual whiteboard or have one participant draw on a piece of paper and then hold it up to the	PPT slide 12

	<p>Explain that each group should draw an illustration that depicts potential COVID-related risks in transit, at interim care centers, or at alternative care facilities.</p> <p>Allow the participants 20 minutes to work on their illustrations. Circulate among the groups to check on their progress and provide support as required.</p>	<p>screen.</p> <p>Paste into the chat function: <i>“Draw an illustration that shows potential COVID-related risks in transit, at interim care centers, or at alternative care facilities.”</i></p> <p>Explain that each participant should draw their own image on paper, but can discuss and share ideas within that participant’s group.</p> <p>Launch the breakout rooms. Allow 20 minutes for the exercise. Monitor the participants’ progress on the whiteboard and in the breakout rooms.</p>	
30 min.	<p>Risks in alternative care — feedback</p> <p><u>Identifying risks (15 mins):</u> In plenary, invite a group to show their illustration, and ask the rest of the participants to identify the potential risks it shows.</p> <p>Then ask any group that has produced an illustration highlighting different risks to show their illustration, and invite the rest of the participants to identify the additional risks shown there.</p> <p>During both discussions, make a note on a flipchart of the identified risks, and add any risks that were not identified by the groups.</p> <p><u>Discussion (15 mins):</u> In plenary, ask: <i>“What are the potential impacts of these risks?”</i></p>	<p>For remote training, reduce the duration of this session by 5 minutes, and use that time instead for a short break at the end of the discussion.</p> <p>Share the link to the illustrations, and help the participants navigate to the relevant area.</p> <p>During both discussions, note the identified risks on another area of the virtual whiteboard.</p> <p>During the discussion, place the risks in the relevant positions on the severity/frequency grid on the virtual whiteboard.</p>	

40 min.	<p>During the discussion, elicit or introduce the following key points:</p> <ul style="list-style-type: none"> • Public health measures may result in lower levels of supervision or care for children, which may increase the risk of exploitation or abuse • Sudden closures of centers without adequate planning • Prolonged stays at centers due to delays in family reunification and diminished functioning of child protection systems • Decrease in alternative care opportunities, including a reduction in the number of children who can be accommodated at interim care centers to mitigate the risk of infection • Reduced opportunities for children in centers to interact with other children and with members of the local community • Delays or halts to family tracing and reunification efforts • Lack of available staff, resulting in lower-quality care <p>Reluctance of families and communities to receive children due to the perceived risk of infection, and the stigma attached to it</p>	<p>Provide a 5-minute screen break before the next exercise.</p>	
	<p>Continuing activities safely</p> <p><u>Key activities (10 mins):</u> Divide the participants into 4 groups, and provide each group with a flipchart. Assign 2 groups the topic of “alternative care,” and the other 2 groups the topic of “family tracing and</p>	<p>Prepare 4 breakout rooms.</p> <p>Paste into the chat function: <i>“In your group, brainstorm the key activities you engage in during</i></p>	<p>PPT slide 13</p>

	<p>reunification.” Give each group 10 minutes to brainstorm the key activities related to these topics that they engage in during non-pandemic times (i.e., when there are no infection-control measures).</p> <p>Circulate among the groups to provide support as needed. After 10 minutes, or when they have finished, end the exercise.</p> <p><u>COVID-19 options (20 mins):</u> Reveal the next part of the slide, and explain that the groups will now swap topics. They should now come up with ways to carry out these key activities safely in a situation where COVID-19 is resulting in social distancing and restrictions on movement.</p> <p>Circulate among the groups to provide support as needed.</p> <p>After 20 minutes, or sooner if participants are ready, end the exercise and bring everyone back together.</p> <p><u>Plenary feedback (15 mins):</u> Invite each group to offer feedback, ensuring that the two groups with the same topic build on each other’s inputs, rather than repeating them.</p> <p>Feed in any additional points or clarifications from the technical-guidance note, including the following:</p> <ul style="list-style-type: none"> • To safely provide alternative care, it is important to continue to operate existing transit and interim care centers, foster care systems, registration processes, and release-and-reintegration services, with 	<p><i>non-pandemic times. Make a list of them on the whiteboard [add link].”</i></p> <p>Launch the breakout rooms, and allow the participants 10 minutes to complete this exercise.</p> <p>Close the breakout rooms.</p> <p>Relaunch the breakout rooms with the same groups, and allow 20 minutes for this exercise.</p> <p>Close the breakout rooms.</p>	
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	<p>adaptations to contain, control, and mitigate COVID-19.</p> <ul style="list-style-type: none"> • Family-based interim care must be prioritized over center-based care as much as possible. In collaboration with health-care workers, before placement occurs, families and children should be checked for symptoms and briefed on COVID-19 and prevention measures. • Steps must be taken to maintain family links and communication channels until reunification is possible; but, when necessary, work with a trusted adult to explain to the child that it is impossible to reunify them immediately due to COVID-19 restrictions. • Establish safe alternative communication methods and channels to enable a continuation of dialogue and engagement with the communities to which the children will return or be reintegrated; • Engage partner organizations with a physical presence in key geographic locations to support casework and report back by telephone. 		
15 min.	<p>Wrap-up</p> <p>Mix up the groups and give each new group a pre-prepared bingo sheet.</p> <p>Explain that you will read out some short case studies of real approaches that have been taken during COVID-19. The groups should listen carefully, and when they hear an example of a key consideration, they should add the country the example is from to the relevant square on their bingo cards.</p>	<p>In remote sessions, everyone will need a bingo sheet. Assign each participant a number so that all the participants can work on their own individual cards.</p> <p>Share the link to the bingo cards on the virtual whiteboard.</p>	

	<p>The first group to add a country to every item on their sheet should shout “Bingo!”</p> <p>The exercise should continue until you have read out all the case studies.</p> <p><u>Example:</u> In Nigeria, a business continuity plan was developed and implemented, creating health clinics and isolation centers on the premises of transit and interim care centers, in order to ensure continuity of care. All the children and staff were oriented on the prevention of COVID-19, and the children were provided with daily messages encouraging them to stay motivated and innovative.</p> <p><u>Example:</u> In the Democratic Republic of the Congo (DRC), restrictions on movement prevented family tracing and reunification processes from being followed in the usual ways. To continue operating in these areas, other actors based in particular geographic areas were mobilized to support and mediate. In addition, capacity building of transitional foster families was conducted and livelihood activities were provided to foster families to secure the care of children despite a reduction in funding.</p> <p><u>Example:</u> In Mali, CPHA actors identified influential community leaders and carried out a mapping exercise to understand potential connections and links to key stakeholders in the verification and release process. This mapping exercise enabled a community-led approach to facilitate help seeking and support provision, by identifying influential individuals who could provide an interface where</p>	<p>The first individual to add a country to every item on his/her sheet should shout “Bingo!”</p>	
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	<p>restrictions on movement prevented the direct involvement of CP actors. (See the case study in the “Verification and Release” session.)</p> <p><u>Example:</u> In the Philippines, child protection actors ensured that ongoing communication with children remained possible by using a range of methods. Communication via mobile phone, group chats, and social media were effective for children with phone and internet access. For those with no access to a phone or the internet, home visits were conducted using rented motorbikes and boats, and following social distancing protocols were followed. Where this was not possible, children and families were reached through communication with neighbors or family members in the community who could be reached by phone or SMS.</p> <p>Ask the participants if they have any final questions, then wrap up the session. Refer the participants to additional guidance notes relevant to this session: on Alternative care provision during COVID-19 and FTR.</p>	
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Evaluation and Close

SESSION PLAN:

Session Length 	45 minutes
Aim and Learning Outcomes 	<p>Session aim: To collect participant feedback, recap key learning points, and close the course.</p> <p>By the end of the session, participants will be able to:</p> <ul style="list-style-type: none">• Identify their key learnings from the course• Evaluate the course and provide feedback to the facilitators
Key learning points 	Not applicable for this session, identified by the participants on an individual basis.
Preparation Required 	<p>Preparation required for face-to-face training:</p> <ul style="list-style-type: none">• Print a copy of the course evaluation form for each participant <p>Preparation required for remotely facilitated training:</p> <ul style="list-style-type: none">• Prepare a link to the online course evaluation form.
Related Materials & Supporting Information 	Not applicable for this session.

Time	Facilitator Notes	Producer Notes	Screen/ Resource
15 min.	<p>Course recap</p> <p>Congratulate the participants on reaching the final session of the course, and briefly outline what will happen in this session.</p> <p>Explain that the session will start with a recap of what the participants have learned from the course. Provide the participants with a sheet of paper, and ask them to write a quiz question on it based on the course content. Give them a couple of minutes to complete this task, then have them fold their sheets of paper into paper airplanes.</p> <p>Ask half of the participants to stand at one end of the training room, and the remaining half to stand at the other. Then ask them to launch their paper planes towards their colleagues at the other end of the room.</p> <p>Each participant should pick up the nearest plane. Then the participants should take turns, with everyone reading out the quiz question on his/her plane and answering it.</p> <p>Invite other participants to provide input if anyone gets stuck for answers.</p> <p>Repeat this process until all the questions have been answered.</p>	<p><u>Remote recap option:</u> Ask each participant to come up with a quiz question, write it down, and then retrieve one random object from the room he/she is in.</p> <p>You should also choose an object, hold it up, and ask if anyone has something that is similar or connected to your object.</p> <p>Any participants who respond should then read out their quiz questions. Those who answer correctly should read out their questions, and so on, until all the questions have been answered. Try to ensure that all the participants get to answer a question.</p>	
10 min.	<p>Learning logs</p> <p>Ask the participants to spend a few minutes working individually, writing notes on their key learnings from the course and anything they will do to apply these learnings when they return to work.</p>		

10 min.	<p>Evaluation forms</p> <p>Hand out the evaluation forms or provide a link to the form online. Ask the participants to spend a few minutes providing feedback on the course. Remind them that their feedback will be very useful in making the course more effective, and in ensuring its ongoing improvement.</p>	Share the link to the online evaluation form.	
10 min.	<p>Wrap-up and close</p> <p>Thank the participants for their feedback, and for their engagement throughout the sessions.</p> <p>Refer them to any further support available after the course, especially the technical note on CAAFAG, the technical note on COVID-19, and COVID-19 CAAFAG webinar recordings</p>		