

# **Children Associated with Armed Forces and Armed Groups (CAAFAG): Program Continuity During COVID-19**

## **Facilitator Guide**

# ACKNOWLEDGEMENTS

Numerous individuals contributed their time and expertise in developing this learning module. As the Co-leads of the Learning and Development Working Group, Katie Robertson (Plan International) and Elena Giannini (UNICEF) led the development of this module in consultation with CAAFAG TF members. Their leadership was instrumental in moving the work forward.

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# PUBLISHING/CITATIONS

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# COURSE OVERVIEW

**Course aim:** To introduce the key steps of promoting program design and continuity for CAAFAG during COVID-19.

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

- Explain how to promote CAAFAG program continuity and identify the responsibilities of key stakeholders
- Explain how to promote data protection and safe data sharing
- Discuss how to advocate for the continuity of programming
- Write a contingency plan for CAAFAG programs in the context of COVID-19

**Target audience:** Child protection in humanitarian action (CPHA) practitioners in management and coordination roles who are responsible for the planning and continuity during COVID-19 of programs for children associated with armed forces and armed groups (CAAFAG). Participants are expected to be familiar with CAAFAG programming, including the 6 main activities: preventing new recruitment and re-recruitment, verification and release, transit and interim care centers, family tracing and reunification, monitoring, reporting and engagement with parties to a conflict, and engagement of community groups.

**Related competencies:**

- 3.5 Preventing and responding to risks of children associated with armed forces and groups (CAAFAG)
  - 2.1 Coordinating a quality CPHA response
  - 2.5 Managing program cycles
- (Refer to the [CPHA Competency Framework](#).)

**Prerequisites:** To participate fully in this module, participants should be employed in a management or coordination position or have responsibility for CAAFAG program planning and continuity during COVID-19. It is recommended that they complete this module, and then follow with the CAAFAG and COVID-19 general (officers) 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
9:00 - 9:45	Welcome and Introductions
9:45 - 10:45	Planning for Program Continuity
10:45 - 11:00	Break
11:00 - 12:00	Planning for Program Continuity (continued)
12:00 - 12:45	Working with Data
12:45 - 13:45	Lunch
13:45 - 14:30	Advocating for Program Continuity
14:30 - 14:45	Break
14:45 - 16:15	Contingency Planning
16:15 - 17:00	Evaluation and Close

Remotely facilitated:

	Topic
Session 1	180 min. Welcome and Introductions (including technology intro) Planning for Program Continuity
Session 2	120 min. Recap Working with Data Advocating for Program Continuity
Session 3	150 min. Recap Contingency Planning Evaluation and Close

### Supporting information:

- The recommended group size is 12-24 participants for face-to-face delivery, 12-20 for remotely facilitated delivery.
- Contextualizing the course:
  - Some icebreaker activities may need to be adjusted for appropriateness to the target audience.
  - If you have context-specific examples, these can be substituted in for the case studies in the Advocating for Program Continuity session. However, it may be useful for participants to learn about what has been done in other contexts, in order to generate new ideas for their own programming.

### Face-to-face delivery:

If delivering the training in person, ensure 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 for 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 version:

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
- Interactive online whiteboard with Post-it and drawing functionalities
- An online shared folder where participants can access key course resources

The specific preparation required ahead of each session is detailed in the session plans below, including example layouts 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 upon.**

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 [this document](#).

## 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"> <li>Recall the structure and objectives of the course</li> <li>Introduce the facilitator and their fellow participants</li> <li>Use key features of the remote learning platform(s) [Applies to remotely facilitated training only]</li> </ul>
Session 1: Planning for Program Continuity
<p>Session aim: To introduce the topic of program continuity and its importance during COVID-19.</p>
<p>S1. O1: Describe ways in which COVID-19 might affect CAAFAG programming</p>
<p>S1. O2: Explain how to promote CAAFAG program continuity, and describe the responsibilities of key stakeholders</p>
Session 2: Working with Data
<p>Session aim: To introduce key considerations for working with and protecting CAAFAG data during COVID-19.</p>
<p>S2. O1: Explain how to promote data protection and safe data sharing while delivering programming remotely</p>

### Session 3: Advocating for Program Continuity

Session aim: To provide a safe space in which to practice advocating for CAAFAG program continuity.

S3. O1: Identify key messages to support advocacy

S3. O2: Demonstrate how to advocate for continuity of programming.

### Session 4: Contingency Planning

Session aim: prepare participants to create contingency plans for CAAFAG programming during COVID-19.

S4. O1: Describe the important components of a contingency plan

S4. O2: Write a contingency plan for CAAFAG programs in the context of COVID-19

### Session 5: Evaluation and Close

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




S6. O1: Identify their key learnings from the course

S6. O2: Evaluate the course and provide feedback to the facilitators.



## Welcome and Introductions

### SESSION PLAN:

<b>Session Length</b> 	45 minutes face to face, 60 minutes remote (including an introduction to the technology)
<b>Aim and Learning Outcomes</b> 	<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"><li>● Recall the structure and objectives of the course</li><li>● Introduce the facilitator and their fellow participants</li><li>● Use key features of the remote learning platform(s) (Applies to remotely facilitated training only)</li></ul>
<b>Related Materials &amp; Supporting Information</b> 	<p>The learning environment behaviors that you may want to elicit from the participants:</p> <ul style="list-style-type: none"><li>● Respect</li><li>● Punctuality</li><li>● Willingness to listen</li><li>● Openness to new ideas and perspectives</li><li>● Eagerness to learn</li><li>● Readiness to share experiences</li></ul>



## Preparation Required



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

Preparation required for remotely facilitated training:

- The Welcome and Introductions section 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 can prepare the online whiteboard for the introductions activity by adding a blank world map.




Time	Facilitator notes: face-to-face	Producer Notes/ Remote Delivery	Screen / Resource
5 min.	<b>Welcome</b> Introduce yourself and welcome the participants to the course.  Show the slides and outline the course objectives and structure.	Start the call 15 minutes early and display an onboarding activity on the screen.  Welcome participants by name as they join the call, and then introduce the producer, explaining that he/she will be available to answer any technology questions.	PowerPoint (PPT) slides 3 and 4

<p><b>15 min.</b></p>	<p><b>The learning environment</b></p> <p>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></p> <p>Divide the participants into groups of 3 and give them around 7 minutes to discuss and note down their ideas on Post-it notes (real or on the virtual whiteboard).</p> <p>Bring the participants back together and have each group take turns presenting an idea. If other groups have the same idea, they can present it, as well. From this exercise, generate the ground rules for the training, adding any further rules to those you already have (see the supporting information section below).</p>	<p>Randomly assign participants to breakout rooms in groups of 3.</p> <p>Share a link to the virtual whiteboard.</p> <p>Open the breakout rooms. Allow the participants 7 minutes for their discussions. Close the breakout rooms.</p> <p>When the groups present their ideas, move the items around on the whiteboard to group duplicate ideas together.</p>	
<p><b>15 min.</b></p>	<p><b>Technical introduction</b></p> <p>This applies only to remotely facilitated training.</p>	<p>NOTE: This section needs to be developed by the technical producer based on the platforms and tools you will use in the course. The aim is to familiarize the participants with the key technological features, to enable them to quickly and easily engage with activities later in the course.</p>	
<p><b>5 min.</b></p>	<p><b>Wrap-up</b></p> <p>Wrap up this session, checking for any questions.</p>	<p>For remote training, use this time for a 5-minute screen break.</p>	






# Planning for Program Continuity

## SESSION PLAN:

<p><b>Session Length</b></p> 	<p>120 minutes, plus a 15-minute break (60 minutes before the break and 60 minutes after)</p>
<p><b>Aim and Learning Outcomes</b></p> 	<p>Session aim: To introduce the topic of program continuity and its importance during COVID-19.</p> <p>By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe ways in which COVID-19 might affect CAAFAG programming</li> <li>• Explain how to promote CAAFAG program continuity, and describe the responsibilities of key stakeholders</li> </ul>
<p><b>Key Learning Points</b></p> 	<ul style="list-style-type: none"> <li>• Program continuity is about having a plan for dealing with difficult situations or changes in circumstances, so that your programming does not have to stop in response to them.</li> <li>• Program continuity is essential for ensuring that the services provided to children associated with armed forces and armed groups can continue with minimal disruption.</li> <li>• A program-continuity plan, or contingency plan, identifies potential threats and the impact they may have on programming. It then identifies specific actions to mitigate these threats, in order to enable programming to continue even if the threats occur.</li> <li>• The roles of key stakeholders are explained below: <ul style="list-style-type: none"> <li>- The government's responsibilities include:</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Prioritizing the prevention of child soldier recruitment when developing strategic and operational plans for peacekeeping operations</li> <li>○ Appointing child protection focal points throughout the command structures, in both the military and police</li> <li>○ Contributing to monitoring and reporting; prevention; early warning; disarmament, demobilization, and reintegration (DDR); and the protection and care of children, including those in detention</li> <li>○ Ensuring that release efforts for children are ongoing, even in the context of the disease outbreak, and irrespective of whether peace negotiations are underway</li> </ul> <ul style="list-style-type: none"> <li>- Community-based organizations and community leaders have a role to play in the: <ul style="list-style-type: none"> <li>○ Prevention of recruitment and use,</li> <li>○ Release of CAAFAG if it is safe to do so,</li> <li>○ Reintegration, particularly the social reintegration, of former CAAFAG</li> <li>○ The humanitarian community is involved through direct intervention in and advocacy efforts for the: <ul style="list-style-type: none"> <li>▪ Prevention of recruitment and use,</li> <li>▪ Release of children to ensure that their rights are respected</li> <li>▪ Reintegration of children</li> </ul> </li> </ul> </li> <li>- Peacekeepers are responsible for: <ul style="list-style-type: none"> <li>○ Protecting all children during conflict</li> <li>○ Alerting the civilian child protection advisers and officers in the mission on the 6 grave violations they may know of</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ Engaging in dialogue on action plans for responding to grave violations</li> <li>○ Advocating for child protection</li> <li>• The containment and prevention measures put in place in response to COVID-19 may impact how and where some key stakeholders can work. When developing a contingency plan, it is important to consider how the stakeholders' responsibilities may need to be adapted to ensure that programming activities can continue despite COVID-related restrictions.</li> </ul>										
<b>Preparation Required</b> 	<p>Preparation required for face-to-face training:</p> <ul style="list-style-type: none"> <li>• You may want to pre-identify those participants whom you would like to see forming the inner circle in the fishbowl discussion.</li> </ul> <p>Preparation required for remotely facilitated training:</p> <ul style="list-style-type: none"> <li>• You may want to pre-identify those participants whom you would like to see forming the inner circle in the fishbowl discussion.</li> <li>• Set up the templates on the virtual whiteboard for the stakeholder responsibilities exercise.</li> </ul>										
<b>Related Materials &amp; Supporting Information</b> 	<p>Suggested virtual whiteboard layout for stakeholder roles and responsibilities</p>  <table border="1"> <thead> <tr> <th>Role</th> <th>Responsibilities</th> </tr> </thead> <tbody> <tr> <td>INGO, NNGO and humanitarian agencies</td> <td></td> </tr> <tr> <td>Community based organisations and community leaders</td> <td></td> </tr> <tr> <td>Governments</td> <td></td> </tr> <tr> <td>Peacekeepers</td> <td></td> </tr> </tbody> </table>	Role	Responsibilities	INGO, NNGO and humanitarian agencies		Community based organisations and community leaders		Governments		Peacekeepers	
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Time	Facilitator Notes: face-to-face	Producer Notes/ Remote Delivery	Screen / Resource
5 min.	<p><b>Introduction</b></p> <p>Share the session objectives using the slide.</p> <p>Explain to the participants that they are going to start with some experience sharing, using a methodology called the “fishbowl discussion.” Explain that you need 4 volunteers who have interesting experiences to share in response to the question: <i>“How could COVID-19 impact programming aimed at children associated with armed forces and armed groups (CAAFAG)?”</i></p> <p>Explain that the 4 volunteers will take turns sharing their experiences, while the other participants listen and observe, taking notes and asking questions at the designated times.</p> <p>Identify the volunteers and have them move their chairs to form an inner circle, with the rest of the group forming a larger circle around them.</p>	<p>Inner circle cameras on, outer circle cameras off</p>	PPT slide 6
20 min.	<p><b>Fishbowl - initial inputs</b></p> <p>Invite the 4 volunteers to start their conversation. Inform them that they will have a total of 20 minutes, and that all of them must have the chance to share their experiences.</p> <p>Remind the outer circle that they should just observe and take notes</p>		

	<p>during the conversation (i.e., no questions or interruptions).</p> <p>Work to ensure that all the inner-circle participants get to share their experiences and that the discussion stays on topic.</p> <p>After approximately 20 minutes, draw the conversation to a close.</p> <p>NOTE: You may identify changes to ways of working in the fishbowl which would be good examples for the Adapting Responsibilities exercise later. Make a note of these and be ready to use them as the statements for the final group activity in this session.</p>		
35 min.	<p><b>Fishbowl - Q&amp;A</b></p> <p><u>Question identification (5 min.):</u> Ask the participants in the outer circle to work with the person next to them for 5 minutes, discussing what they have heard and writing down any questions they have for the inner circle.</p> <p><u>Q&amp;A (30 min.):</u> Facilitate the question and answer Q&amp;A session, drawing on the questions from the outer circle.</p> <p>If a member of the outer circle is keen to share details of an experience, have that participant join the inner circle or switch places with a member of the inner circle.</p>	<p>For remotely facilitated training, aim to finish this section 5 minutes early, so the participants can have a short screen break.</p> <p>During the question identification, place each participant from the outer circle in a breakout room with a partner to identify questions. The inner-circle participants can take a short break at this time.</p> <p>Close the breakout rooms and ask all the participants to put their cameras on for the Q&amp;A.</p> <p>Allow a 5-minute break before the next activity.</p>	

<p><b>5 min.</b></p>	<p><b>What is program continuity?</b></p> <p>Before you show the slide, ask, <i>“What is program continuity?”</i></p> <p>After listening to some answers from the participants, show the slide and explain that program continuity is about having a plan to deal with difficult situations or changes in circumstances, so that your programming is not negatively impacted or forced to stop in response to difficult situations.</p> <p>Then ask, <i>“Why is it important?”</i></p> <p>After listening to some answers from the participants, say that program continuity is essential for ensuring that the services aimed at children associated with the armed forces and armed groups can continue with minimal disruption.</p>		<p>PPT slide 7</p>
<p><b>20 min.</b></p>	<p><b>Stakeholder roles</b></p> <p>In the plenary, tell the participants: <i>“Now that we know what program continuity is, we are going to think about the stakeholders and their roles.”</i></p> <p>Ask, <i>“Who are the key stakeholders involved in CAAFAG programming.”</i></p> <p>After listening to some answers, reveal a list on the relevant slide:</p> <ul style="list-style-type: none"> <li>• INGO, NNGO and humanitarian agencies</li> <li>• Community-based organizations and community leaders</li> </ul>	<p>Prepare breakout rooms for 4 participants each.</p> <p>Paste into the chat function: <i>“Identify the responsibilities of each stakeholder during normal, non-Covid times. Take notes on the virtual whiteboard.”</i> [Add the link here]</p> <p>Monitor the participants’ progress by viewing the virtual whiteboard and by visiting the breakout rooms.</p>	<p>PPT slide 8</p>



	<ul style="list-style-type: none"> <li>• Government</li> <li>• Peacekeepers</li> </ul> <p>Acknowledge the participants' other suggestions, but note that the focus will be on these four for the next activity.</p> <p>Explain that the participants will work in small groups (4 per group) to identify the key responsibilities of each category of stakeholders during non-Covid times (i.e., when there are no infection-control restrictions in place). They have 15 minutes.</p> <p>Circulate among the groups to provide support and monitor progress.</p> <p>While the participants are working on this task, prepare the statements for the next exercise. The best option is to use examples you have identified during the fishbowl exercise. If this is not possible, you can use or adapt the samples provided just below</p>		
<b>35 min.</b>	<p><b>Adapting roles and responsibilities</b></p> <p>Bring the group back together and explain that, as they heard during the fishbowl discussion, COVID-19 has caused a number of changes in the ways in which we normally work.</p>	<p>Close the breakout rooms and bring the group back together. Explain that each group will be provided with a statement about a way in which the restrictions due to COVID-19 have changed the way we work. Based on stakeholder</p>	




	<p>Explain that you will now read out three statements about the changes that could occur in the way we work due to the COVID-19 restrictions. Participants (in their groups and based on stakeholder responsibilities mapping) should discuss how responsibilities could change, and what alternative ways of working might be needed in each case. They will have 7 minutes to discuss each statement, returning to plenary after each discussion to receive some feedback.</p> <p>Read statement 1: <i>“Families have lost their livelihoods; schools have closed. With no money and little food, more boys and girls are being recruited into armed groups.”</i> (Or you can use an alternative identified in the fishbowl discussion).</p> <p>Allow the groups 7 minutes to discuss, then invite some reflections in plenary.</p> <p>Repeat the procedure for statements 2 and 3, which are:</p> <ul style="list-style-type: none"> <li>• <i>“Movement restrictions and fear of Covid-19 have ended all connections with armed groups. The verification and release process has stopped. There is no contact.”</i></li> </ul>	<p>responsibility mapping, the groups should discuss how responsibilities may change, and what alternative ways of working might be needed in each case. They will have around 15 minutes for their group discussions, and then they should return to the plenary for feedback.</p> <p>Paste the three statements into the chat function, and assign each group one of the statements to focus on.</p> <p>Re-launch the breakout rooms. Allow 15 minutes for the group discussions.</p> <p>Bring all the participants back together, and invite each group to present key points from its discussion.</p>	
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	<ul style="list-style-type: none"> <li>• <i>“Family tracing and reunification have stopped due to movement restrictions and fear of contagion. There are no community sensitization programs.</i></li> <li>• <i>Covid-19 is now an additional source of stigma against children in armed groups, so families are less likely to be reunited.</i></li> </ul>		
5 min.	<p><b>Wrap-up</b></p> <p>Invite any final questions, then wrap up the session by recapping the key learning points.</p>	Remind the participants when the next session is taking place.	



## Planning Your Session

### SESSION PLAN:

<b>Session Length</b> 	45 minutes face to face, 60 minutes remote.
<b>Aim and Learning Outcomes</b> 	<p>Session aim: To introduce key considerations for working with and protecting CAAFAG data during COVID-19</p> <p>By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"><li>• Explain how to promote data protection and safe data sharing while delivering programming remotely</li></ul>
<b>Key Learning Points</b> 	<ul style="list-style-type: none"><li>• The personal information of children and families should be treated as highly confidential. All information-management systems and data-sharing protocols used in prevention, release, and reintegration programs should comply with international standards for personal data protection and with the principles of purpose, necessity, and proportionality. Extra care should be taken when the government is engaged in the conflict.</li><li>• To do this well during COVID-19 and other infectious disease ontologies (IDOs), we should advocate for the continuity of prevention, release and reintegration activities. These activities should be considered as life saving, and staff should have the permission to travel, while respecting all sanitation measures. They should also be provided with required protective equipment.</li></ul>

	<ul style="list-style-type: none"> <li>We can also use alternative approaches to ensure the continuity of activities remotely. For example: <ul style="list-style-type: none"> <li>Raise awareness to prevent recruitment and use without gathering community members through social media, mobile phones, traditional communication channels, etc.</li> <li>Conduct case-management home “visits” by telephone, where appropriate and safe.</li> <li>Mobilize community-based organizations to carry out activities.</li> </ul> </li> </ul>
<b>Preparation Required</b> 	Preparation required for face-to-face training: <ul style="list-style-type: none"> <li>Print some copies of a description of Standard 5 of the Child Protection Minimum Standards (CPMS), and distribute them as handouts (1 per 2 participants).</li> </ul>
<b>Related Materials &amp; Supporting Information</b> 	Not applicable for this session.

Time	Facilitator Notes: face-to-face	Producer Notes/ Remote Delivery	Screen/Resources
15 min.	Only applicable for remote session.	<b>Recap</b> Start the second live remote session with a 15-minute recap of the content of session 1, as a reminder to the participants.	




<p><b>5 min.</b></p>	<p><b>Introduction</b></p> <p>Use the slide to introduce the session objective.</p> <p>In plenary, ask: <i>“What data do we need to protect, and why?”</i></p> <p>List the types of data on a flipchart, for later discussion.</p>	<p>List the types of data on the virtual whiteboard for later discussion, then copy and paste the list so that you have several copies, each one to be shared by 4 or 5 participants.</p>	<p>PPT slide 10</p>
<p><b>15 min.</b></p>	<p><b>Experience sharing</b></p> <p>In plenary, ask: <i>“How does COVID-19 impact how we work with data?”</i></p> <p>Invite the participants to share their own experiences, particularly highlighting any data-collection or data-protection challenges due to COVID-19 or COVID-related restrictions.</p> <p>In particular, seek examples involving:</p> <ul style="list-style-type: none"> <li>• Collection</li> <li>• Recording</li> <li>• Verification of data</li> <li>• Sharing</li> <li>• Storage</li> <li>• Access</li> <li>• Confidentiality</li> </ul> <p>Make a note of the identified challenges on a flipchart.</p>	<p>Make a note of the identified challenges on a virtual whiteboard.</p>	

<b>20 min.</b>	<p><b>Matching exercise</b></p> <p>Explain that you will divide participants into small groups. The groups should consider the list of challenges just identified, and think of key actions that could mitigate the risks. Refer them to Standard 5 of the CPMS and to the <b><u>technical-guidance note</u></b> for inspiration, and remind them to consider what they might have to change or adapt in a COVID-19 environment.</p> <p>After 15 minutes, bring the group back together and get some key reflections from their discussions, particularly on anything that would have to be adapted to a COVID19 environment.</p>	<p>Prepare the breakout rooms.</p> <p>Paste in the chat function:  <i>“Consider the list of challenges just identified, and think of key actions that could mitigate the risks. Refer to Standard 5 of the CPMS for inspiration <b><u>[add the link here]</u></b>, and remember to consider what you might have to change or adapt in a COVID-19 context.”</i> </p>	
<b>5 min.</b>	<p><b>Wrap-up</b></p> <p>Wrap up this session by recapping the key learning points and signposting any resources or guidance on protecting data.</p>		





## Advocating for Program Continuity

### SESSION PLAN:

<b>Session Length</b> 	45 minutes
<b>Aim and Learning Outcomes</b> 	<p>Session aim: To provide a safe space in which to practice advocating for CAAFAG program continuity.</p> <p>Session objectives: By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"><li>• Identify key messages to support advocacy</li><li>• Demonstrate how to advocate for continuity of programming</li></ul>
<b>Key Learning Points</b> 	<ul style="list-style-type: none"><li>• When advocating for the continuity of CAAFAG programming, the target audience of advocacy messages may include government officials, community leaders, public health officials, or donors.</li><li>• An advocacy message is a core statement of your mission, designed to be shared with others in a planned way. For optimal results, it should be based on one clear goal; be tailored to the interests and values of your target audience; be informative, with enough detail to enable the audience to take action; be emotive and memorable; and include a call to action.</li></ul>
<b>Preparation Required</b>	<p>Preparation required for face-to-face training:</p> <ul style="list-style-type: none"><li>• You may choose to replace the scenarios with more contextually relevant options.</li></ul>






	<p>Preparation required for remotely facilitated training:</p> <ul style="list-style-type: none"> <li>You may choose to replace the scenarios with more contextually relevant options.</li> </ul>
<p><b>Related Materials &amp; Supporting Information</b></p> 	<p>Not applicable for this session.</p>



Time	Facilitator Notes:	Producer Notes:	Screen/ Resource
<p><b>5 min.</b></p>	<p><b>Introduction</b></p> <p>Introduce the session aim and objectives and explain that in this session the participants are going to think about how and why they might advocate for the continuation of programming aimed at children associated with armed forces and armed groups (CAAFAG) when faced with challenges due to COVID-19.</p>		<p>PPT slide 12</p>
<p><b>20 min.</b></p>	<p><b>Developing advocacy messages</b></p> <p>Divide the participants into small groups (approx. 4 per group).</p> <p>Explain that each group will be given a short case study of how a specific context was challenged by COVID-19. The members of each group should read their case study and:</p>	<p>Prepare the breakout rooms for groups of 4 participants each.</p> <p>Paste the following into the chat function:</p> <p><i>“Read your case study and:</i></p> <ul style="list-style-type: none"> <li><i>Identify why program continuity is important</i></li> </ul>	<p>PPT slide 13</p>

	<ul style="list-style-type: none"> <li>• Identify why program continuity is important</li> <li>• Identify whom they would need to advocate with, for program continuity</li> <li>• Develop some key advocacy messages into an elevator pitch</li> </ul> <p>Tell the participants that when they are back in plenary, each group will present its pitch (max. 2 minutes each).</p> <p>Check the participants' understanding of the task, then distribute the case studies.</p> <p>Circulate among the groups to monitor progress and provide support as required.</p>	<ul style="list-style-type: none"> <li>• <i>Identify whom you would need to advocate with for program continuity</i></li> <li>• <i>Develop some key advocacy messages into an elevator pitch"</i></li> </ul> <p>Share a link to the case studies and allocate one study to each group.</p>	
15 min.	<p><b>Plenary feedback</b></p> <p>Bring the participants back together, and ask each group, in turn, to:</p> <ul style="list-style-type: none"> <li>• Briefly outline their case studies and explain why program continuity is so important</li> <li>• Identify who the target audience of their advocacy message is</li> <li>• Present their elevator pitch</li> </ul>		
5 min.	<p><b>Wrap-up</b></p> <p>Wrap up the session by recapping the key learning points.</p>		



## Contingency Planning SESSION PLAN:

<b>Session Length</b> 	90 minutes
<b>Aim and Learning Outcomes</b> 	<p>Session aim: To prepare participants to create contingency plans for CAAFAG programming during COVID-19.</p> <p>By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"><li>• Describe the important components of a contingency plan</li><li>• Write a contingency plan for CAAFAG programs in the context of COVID-19</li></ul>
<b>Key learning points</b> 	<ul style="list-style-type: none"><li>• The key components of a contingency plan include the identification of: risks and their potential impacts, the assumptions made in your planning, specific actions needed to prepare for and respond to risks, roles and responsibilities, the time frame, and the necessary resources.</li><li>• Capacity building is part of contingency planning, as it involves preparing individuals and organizations to take on additional or different responsibilities if and when that is required. You should also ensure that the relevant human, material, and financial resources are in place.</li></ul>

<b>Preparation Required</b> 	<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"> <li>Create a shared folder in which contingency plans can be saved during the main exercise.</li> </ul>
<b>Related Materials &amp; Supporting Information</b> 	<p>Not applicable for this session.</p>





Time	Facilitator Notes:	Producer Notes:	Screen/Resource
15 min.	<p>This is only applicable in remote delivery.</p>	<p><b>Recap</b></p> <p>Start the third remote session with a 15-minute recap of the content of session 1 and 2 as a reminder to the participants.</p>	
10 min.	<p><b>Introduction</b></p> <p>Introduce the session topic, aim, and objectives of this section.</p> <p>Tell the participants that contingency planning is the process of developing a plan for specific situations when things go wrong.</p> <p>Ask: <i>“What needs to be included in a contingency plan?”</i></p> <p>Make a list of the participants’ suggestions on a flipchart, and elicit from</p>	<p>The producer should add the notes to the virtual whiteboard.</p>	PPT slide 15


	<p>the group any of the following if they were not mentioned:</p> <ul style="list-style-type: none"> <li>• Threats and risks</li> <li>• Potential impacts</li> <li>• Planning assumptions</li> <li>• Actions (may be divided into preparedness and response)</li> <li>• Responsible person(s)</li> <li>• Time frame for actions</li> <li>• Capacity and resources needed</li> </ul> <p>You may also include:</p> <ul style="list-style-type: none"> <li>• Overall management and coordination arrangements</li> <li>• Links to other actors' contingency plans</li> </ul> <p>NOTE: This list is adapted from the <a href="#">Inter-Agency Standing Committee (IASC) Contingency Guidelines</a></p>		
50 min.	<p><b>Drafting a contingency plan</b></p> <p>Explain that participants will now work in small groups to develop a contingency plan, either:</p> <ul style="list-style-type: none"> <li>• For their own programming aimed at children associated with armed forces and armed groups (CAAFAG) during COVID-19, or</li> <li>• Based on one of the studies used for the previous section.</li> </ul> <p>Tell the participants that they have 45 minutes to work on this exercise, and that they can work on computer or on paper, as they prefer.</p> <p>Circulate among the groups to provide support and monitor progress during this exercise.</p>	<p>Prepare the breakout rooms.</p> <p>Paste in the chat function: <i>"In your groups, develop a contingency plan for your own CAAFAG program during COVID-19. You have 45 minutes."</i></p> <p>Paste a link to a shared folder where the plans can be developed.</p> <p>Launch the breakout rooms and circulate among them to provide support and monitor progress during the exercise.</p>	

20 min.	<p><b>Debrief</b></p> <p>Bring the participants back together and facilitate a debriefing on the exercise, based on the following questions:</p> <ul style="list-style-type: none"> <li>• What went well?</li> <li>• What was challenging?</li> <li>• What additional information would you need to inform your plan?</li> </ul> <p>What key actions did you identify in your plan?</p>		
10 min.	<p><b>Wrap-up</b></p> <p>Invite the participants to share and/or make a note of their key learnings from this session, particularly any contingency-planning actions or steps they should use in their own work. Allow 5 minutes for this, then wrap up the session by recapping the key learning points.</p>		



## Evaluation and Close SESSION PLAN:

<b>Session Length</b> 	45 minutes
<b>Aim and Learning Outcomes</b> 	<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"> <li>• Identify their key learnings from the course</li> <li>• Evaluate the course and provide feedback to the facilitators.</li> </ul>
<b>Key Learning Points</b> 	Not applicable for this session, identified by the participants on an individual basis.
<b>Preparation Required</b> 	<p>Preparation required for face-to-face training:</p> <ul style="list-style-type: none"> <li>• Prepare one flipchart for each of the following, writing the title in the center of its page: <ul style="list-style-type: none"> <li>- Effect of COVID-19 on CAAFAG Programming</li> <li>- Roles and Responsibilities of CAAFAG Stakeholders</li> <li>- Working with and Protecting Data During COVID-19</li> <li>- Advocating for Program Continuity</li> <li>- Contingency Planning for CAAFAG Programming</li> </ul> </li> </ul> <p>Preparation required for remotely facilitated training:</p>

	<ul style="list-style-type: none"> <li>• Prepare the recap activity (see the face-to-face preparation) on the virtual whiteboard, or on slides if your video calling platform has an annotation function.</li> </ul>
<b>Related Materials &amp; Supporting Information</b> 	Not applicable for this session.

Time	Facilitator Notes: face-to-face	Producer Notes/ Remote Delivery	Screen/ Resource
15 min.	<p><b>Course recap</b></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 to the participants that they will start with a recap of what they have learned during the course.</p> <p>Provide each participant with some Post-it notes. Reveal each of the 5 recap flipcharts one by one. For each flipchart, ask the participants to write one or more key learnings on the indicated subject and attach them to the flipchart.</p> <p>Review the answers as they accumulate, group them, and give a quick overview of the key learnings suggested by the participants. Then move on to the next flipchart.</p> <p>Repeat the process for all 5 flipcharts.</p>	<p>Conduct the same activity but using either the virtual whiteboard or annotating onto slides. The producer should help to group the answers on the virtual whiteboard.</p>	



10 min.	<p><b>Learning logs</b></p> <p>Ask the participants to spend a few minutes working individually, noting down their key learnings from the course, and anything else they might apply when they return to work.</p>		
10 min.	<p><b>Evaluation forms</b></p> <p>Hand out the evaluation forms or provide the link to the forms. Ask participants to spend a few minutes filling them out. Remind them that this feedback will be very useful in helping to make the course effective, and to help ensure its ongoing improvement.</p>	Share the link to the online evaluation form.	
10 min.	<p><b>Wrap up and close</b></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.</p> <p>Highlight key resources that might be useful, particularly the technical-guidance note and COVID-19 CAAFAG webinar recordings.</p>	Share links to any contacts or resources in the chat function.	