



# Primary Prevention Framework for Child Protection in Humanitarian Action Introductory Learning Package

Overview



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The Alliance for Child Protection in Humanitarian Action (the Alliance) supports the efforts of humanitarian actors to achieve high-quality and effective child protection interventions in humanitarian settings.

Through its technical working groups and task forces, the Alliance develops interagency operational standards and provides technical guidance to support the work of child protection in humanitarian settings.

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

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The contents are the responsibility of the Alliance and do not necessarily reflect the views of the United States Department of State.

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# Acknowledgments

The Primary Prevention Framework for Child Protection in Humanitarian Action Introductory Learning Package has been developed by the Learning & Development Working Group of the Alliance for Child Protection in Humanitarian Action in line with the Primary Prevention Framework for Child Protection in Humanitarian Action.

The development process was led by Katie Robertson and Elena Giannini, focal points of the Learning & Development Working Group, and benefited from the support and the combined efforts of the Advisory Group of the Prevention Initiative, to whom we would like to express our gratitude.

# 1. Introduction and Learning Objectives

## WELCOME TO THE PRIMARY PREVENTION FOR CHILD PROTECTION IN HUMANITARIAN ACTION INTRODUCTORY LEARNING PACKAGE

This introductory learning package has been developed by the Alliance for Child Protection in Humanitarian Action. The package is designed to strengthen participants' overall understanding of primary prevention in Child Protection in Humanitarian Action (CPHA).

The decision to use this learning package should be based on an analysis of current capacities and the identification of specific learning needs that align with this package's objectives.

The package is designed to be implemented in a flexible way in diverse humanitarian and learning settings. It takes into account the challenges of humanitarian settings, where time and resources may be limited, as well as considerations in relation to infectious disease outbreak restrictions, and access more generally. The package therefore includes training guidance and easily adaptable materials for remote training contexts, using common video communication platforms.

This package is aligned to the [Primary Prevention Framework for Child Protection in Humanitarian Action](#), 2019 [Minimum Standards for Child Protection in Humanitarian Action](#) and also the [Child Protection in Humanitarian Action Competency Framework](#).

The learning package is designed to contribute towards strengthening the capacity of practitioners in attaining Level 1, 2, and 3 of the CPHA Competency Framework for all the competencies that are relevant to prevention programming. It should be noted that completing the training will not guarantee Level 1, 2, and 3 of all the relevant CPHA Competency Framework competencies, as additional actions will be required to transfer learning into practice.

## OVERALL COURSE AIM AND OBJECTIVES

The package provides an introduction to prevention and does not represent a full learning experience on prevention programming for CPHA.

The learning package aims at strengthening participants' overall understanding of primary prevention in CPHA. The learning objectives are that, by the end of the learning journey, participants will be able to:

- Define prevention in child protection in humanitarian action
- Discuss the eight guiding principles for CPHA prevention programming
- Explain the five steps of prevention programming and give examples of how these may be applicable in their own context
- Describe opportunities and challenges associated with prevention programming in CPHA



## 2. Participant Profile

This learning package is targeted at mid to senior level Child Protection humanitarian practitioners who want to strengthen their knowledge and skills on prevention programming in CPHA.

Typically, participants can include CPHA and child protection in development settings professionals in charge of designing, implementing, coordinating, and advocating for CPHA programming.

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

## 3. Sample Agenda

### A) FACE-TO-FACE DELIVERY

9:00	Welcome and Introductions	40 mins
9:40	Objectives and Expectations	20 mins
10:00	Defining Prevention in CPHA	75 mins
11:15	Break	15 mins
11:30	Prevention Guiding Principles	50 mins
12:20	Integrating Prevention into Programme Management Cycle (I)	40 mins
13:00	Break	60 mins
14:00	Integrating Prevention into Programme Management Cycle (II)	90 mins
15:30	Break	15 mins
15:45	Challenges and Opportunities for Prevention Programming in CPHA	60 mins
16:45	Conclusions and Evaluation	30 mins
17:15	End	

## B) REMOTE DELIVERY

Day 1 (135 mins)	Day 2 (180 min)	Day 3 (90 min)
<ul style="list-style-type: none"><li>• Welcome and Introductions</li><li>• Objectives and Expectations</li><li>• Defining Prevention in CPHA</li></ul>	<ul style="list-style-type: none"><li>• Prevention Guiding Principles</li><li>• Integrating Prevention into Programme Management Cycle</li></ul>	<ul style="list-style-type: none"><li>• Challenges and Opportunities for Prevention Programming in CPHA</li><li>• Q&amp;A</li><li>• Conclusions and Evaluation</li></ul>

## 4. Facilitator Skills

Practitioners using the Primary Prevention for Child Protection in Humanitarian Action learning package need to have consolidated experience in Child Protection in Humanitarian Action and a full understanding of the sector and how it works within the broader humanitarian architecture as well as a full understanding of the Child Protection Minimum Standards and their use. Facilitators need to be comfortable with participatory approaches and be able to work in a facilitating style, helping learners to construct knowledge as opposed to reproducing a series of facts.

See the Alliance [Facilitator Handbook](#) for further guidance, if required. The purpose of the handbook is to support occasional facilitators to prepare for and deliver Alliance training packages.

*Remote facilitation skills:* Facilitation guidelines for delivering the training remotely are provided within the package. It is a minimum requirement for the facilitator to be familiar with the platform and tools chosen for remote training delivery and to be assisted by a producer, who will manage the technology during the sessions.

For more guidance on delivering training remotely, you may access the Alliance for Child Protection in Humanitarian Action Learning and Development Toolkit [here](#), or contact the L&D Working Group at [learning@alliancecpa.org](mailto:learning@alliancecpa.org).

## 5. Materials and Preparation Required by Session

If you are delivering this training face-to-face, you will need to purchase the standard stationery items generally required for in-person training. This will include flipcharts, markers, post-it notes, stickers for voting, sellotape, and pens. Please note however that we have tried to be very conservative in the use of paper, to be as environmentally friendly as possible.

For both face-to-face and remote delivery it is important for all participants to have access to the [Primary Prevention Framework](#) in either paper copies or digital copies (e.g., accessing via their mobile devices).

The table below lists specific preparatory actions that are for each of the sessions. In addition to these actions, facilitators should complete their own preparation to deliver each session. See the [Alliance Facilitator Handbook](#) for a suggested approach. Please ensure to prepare for the sessions sufficiently in advance.

Session Title	Materials and Preparation Required for Face-to-Face Delivery	Preparation Required for Remote Delivery
<b>1.1 Welcome and Introductions</b>	Prepare the security briefing or invite a relevant colleague to provide this.	Prepare the technology introduction.
<b>1.2 Objectives and Expectations</b>	Write the course aim and objectives on a flipchart.	Write the course aim and objectives on a virtual whiteboard.
<b>1.3 Defining Prevention in CPHA Programming</b>	<p>Read and familiarise with section 1.0 “The Purpose of The Prevention Framework” and section 2.0 “What is Prevention in Humanitarian Action?” of the <a href="#">Primary Prevention Framework</a>.</p> <p>Print and cut up one copy of 1.3 prevention activity cards per four participants.</p> <p>Print copies of the table in supporting information.</p>	<p>Read and familiarise with section 1.0 “The Purpose of The Prevention Framework” and section 2.0 “What is Prevention in Humanitarian Action?” of the <a href="#">Primary Prevention Framework</a>.</p> <p>Recreate the prevention activity cards on a virtual whiteboard and duplicate a copy per 4 participants (remote).</p> <p>Add table in supporting information to a shared folder or virtual whiteboard and save the link.</p>



<p><b>1.4 Prevention Guiding Principles</b></p>	<p>Read and familiarise with section 3.0 “Principles for Effective CPHA Prevention Interventions” of the <a href="#">Primary Prevention Framework</a>.</p> <p>Print out the eight principles heading cards and put these up around the training room.</p>	<p>Read and familiarise with section 3.0 “Principles for Effective CPHA Prevention Interventions” of the <a href="#">Primary Prevention Framework</a>.</p> <p>Add the principles headings/icons to a virtual whiteboard (remote).</p>
<p><b>1.5 Integrating Prevention into Programme Cycle Management</b></p>	<p>Read and familiarise with section 4.0 “The Five Steps of Prevention Programming” of the <a href="#">Primary Prevention Framework</a>.</p> <p>Print and cut out the Prevention PCM cards— one copy per four participants.</p> <p>Print page 13 of the Prevention Framework— one copy per four participants.</p>	<p>Read and familiarise with section 4.0 “The Five Steps of Prevention Programming” of the <a href="#">Primary Prevention Framework</a>.</p> <p>Transfer the Prevention PCM cards onto post-its on a virtual whiteboard and duplicate for each four participants (remote).</p>
<p><b>1.6 Challenges and Opportunities of Prevention in CPHA Programming</b></p>	<p>Read and familiarise with section 5.0 “Challenges and Opportunities for Primary Prevention Interventions in Humanitarian Settings” of the <a href="#">Primary Prevention Framework</a>.</p>	<p>Read and familiarise with section 5.0 “Challenges and Opportunities for Primary Prevention Interventions in Humanitarian Settings” of the <a href="#">Primary Prevention Framework</a>.</p>
<p><b>1.7 Wrap Up and Close</b></p>		

# 6. Monitoring and Evaluating the Learning Package

## MEASURING LEARNING

Self-assessment may provide participants with an opportunity to self-evaluate or make judgements about their learning process and products of learning. It can also be used to evaluate whether the learning package is achieving the set objectives. A standard self-assessment template is annexed. It can be sent to the participant prior to their engagement in the learning experience and after the completion of the learning journey. It can also be used after a three to six month period to further capture any improvements that the learning journey might have contributed to.

## DAILY RECAP AND REVIEW

If you are delivering the course over several days, it will be important to monitor how participants are understanding the content, engaging with the approaches, and feeling during the training. It is also important to provide opportunities for learners to recall what they have covered in earlier sessions, to support the retention of new knowledge and skills. We encourage you to use a range of creative methodologies to recap content covered.

At the end of each day, facilitators should review the feedback received from participants and make note of any changes that can be made to improve the experience for the participants. In the morning session, provide an overview of the feedback received and outline what will be done in response.

## PARTICIPANT EVALUATION

At the end of the learning event, participants should complete a more detailed evaluation. The information collected can help identify:

- What went well about the course and should be replicated in future
- What could be improved and suggestions on how to do this
- Further learning needs

A template participant evaluation form can be found in the Alliance's [L&D Toolkit](#). This can be downloaded and used or adapted, based on your needs.

## FACILITATOR FEEDBACK

We also recommend that facilitators capture feedback on their experience of delivering the learning event. This can help to:

- Inform updates, revisions, and contextualisation of the course material, where needed
- Inform the selection of, and communication with, future participants
- Identify further learning needs

A template facilitator report form can be found in the Alliance's [L&D Toolkit](#). This can be downloaded and used or adapted, based on your needs.

## SHARING FEEDBACK WITH THE ALLIANCE

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

## 1.1 Welcome and Introductions (40 minutes)

### 1 OBJECTIVES

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

- Introduce the facilitators and fellow participants
- Discuss and agree ground rules to establish an effective learning environment
- Recall key safety and security guidance for the context (for face to face only) or Recall key features of online platform used (online only)

### 2 KEY LEARNING POINTS

- N/A

### 3 SESSION OUTLINE

Topic	Methodology	Time
Welcome and Introductions	Pairs and plenary exercise	15 min
Ground rules	Think pair share	10 min
Security briefing (f2f) Or Technology Briefing	Trainer input	15 min

### 4 PREPARATION REQUIRED

- Prepare the security briefing or invite a relevant colleague to provide this (face to face only)
- Prepare the technology introduction (remotely facilitated only)

### 5 MATERIAL REQUIRED

- Plain paper

## 6 INSTRUCTIONS FOR FACILITATOR

Methodologies Face to Face	Technical Producer Notes (remote only)	Time
<p><b>Welcome and introductions</b></p> <p>Welcome the participants to the course, and explain that we will start with some introductions.</p> <p><b>Instructions:</b> Explain that we will get into pairs, and have 3 minutes to ask each other questions. We will then come back together and briefly introduce our partner to the group, in the format: Name, role, organisation).</p> <p>(Adjust these criteria as required for the group, and if you think they will be prone to overrun the timing. For example, for groups who already know one another, ask them to introduce their partner’s name, role and favourite hobby. Or, limit the feedback time to 20 seconds each.) Include the facilitator(s) in the exercise.</p> <p>After 3 minutes bring the group back together and invite each person to briefly introduce their partner, in the agreed format.</p>	<p>Prepare breakout rooms of pairs. Set the timer for 3 minutes, and ensure that the rooms will close quickly by adjusting the settings.</p> <p>Launch the breakout rooms. Prepare your (technical producer’s) own introduction with the facilitator. Close the breakout rooms after 3 minutes.</p> <p>Introduce the course facilitator, when your turn comes.</p>	15 min
<p><b>Ground rules</b></p> <p><b>Explain:</b> We are going to be sharing this training space for the coming hours, so it is important that we consider and agree on how we will make it an effective environment for learning and sharing.</p> <p><b>Instructions:</b> We are going to do something called a think pair share. Explain that participants should think individually for 1-2 minutes about what ground rules we should put in place for the training. Then, when you tell them, they should discuss with the person next to them for 2-3 minutes. After this, you will ask for some suggestions to be shared in plenary, in order to make a list of ground rules for the week.</p> <p>Allow time for the individual thinking, then signal it is time to discuss with a partner (preferably someone different than who they introduced earlier). After a couple more minutes, invite suggestions on ground rules and facilitate a discussion, making a list of the ground rules on a flipchart.</p> <p>Display the flipchart on the wall of the training room for the duration of the course.</p>	<p>Prepare breakout rooms of 2 people each (different pairings to introductions exercise) and launch these after the individual thinking time.</p> <p>Use a virtual whiteboard to record the ground rules.</p>	10 min

Methodologies Face to Face	Technical Producer Notes (remote only)	Time
<p><b>Security briefing</b></p> <p>Provide, or invite a relevant colleague to provide, a safety and security briefing for the context in which the training is taking place.</p>	<p>Technology briefing</p> <p>Provide an introduction to the video calling platform and any additional tools (e.g. virtual whiteboards) that you will use during the course.</p>	<p>15 min</p>



## 1.2 Objectives and Expectations (20 minutes)

### 1 OBJECTIVES

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

- Recall the purpose of the course and how it relates to their own role

### 2 KEY LEARNING POINTS

- The purpose of this course is to strengthen knowledge and skills on preventing child protection risks in humanitarian contexts in line with Child Protection Minimum Standards and guiding principles.
- Child Protection in Humanitarian Action (CPHA) is “the prevention of and response to abuse, neglect, exploitation and violence against children in humanitarian action.” While significant effort and improvements have been made in the sector on responding when harm has already taken place, less focus has been placed on how we can prevent harm to children before it occurs.

### 3 SESSION OUTLINE

Topic	Methodology	Time
Course aim and objectives	Individual reflection and plenary debrief	20 min

### 4 PREPARATION REQUIRED

- Write the course aim and objectives on a flipchart or virtual whiteboard

### 5 MATERIAL REQUIRED

- Post it notes / virtual whiteboard

## 6 INSTRUCTIONS FOR FACILITATOR

Methodologies Face to Face	Technical Producer Notes (remote only)	Time
<p>Explain that we will now think about our objectives and expectations of the training.</p> <p>Introduce the aim of the session and show it on a flipchart: To strengthen participants' overall understanding of prevention in child protection in humanitarian action and build skills to apply the five principles of prevention programming in their own context.</p> <p>Instructions: Explain that the participants have five minutes to think about what this means for them. How will they know if the aim has been achieved? What will they know? What will they be able to do?</p> <p>Ask them to add some ideas to post it notes and stick those on a blank flipchart. Group these ideas as they are added.</p> <p>Allow 5 minutes for individual reflection, then bring the group back together.</p> <p>Briefly outline the key themes that have come out of the post its added by the participants, and make connections to the course objectives:</p> <p>By the end of the learning journey, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Define prevention in child protection in humanitarian action</li> <li>• Discuss the eight guiding principles for CPHA prevention programming</li> <li>• Explain the five steps of prevention programming and how these may be applicable in own context</li> <li>• Describe opportunities and challenges associated with prevention programming in child protection in humanitarian action</li> </ul> <p>Also note anything that came up in the participant inputs that won't be covered in the course. Note that we will discuss sources of further support at the end of the day.</p> <p>Check for questions and then close the session.</p>	<p>Paste the aim into the chat.</p> <p>Share a link to a virtual whiteboard where participants can add their ideas. Group these as they are added.</p>	<p>20 min</p>

## 1.3 Defining Prevention in CPHA Programming (75 minutes)

### 1 OBJECTIVES

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

- List the three levels of prevention and provide an example of each
- Explain the importance of primary prevention
- Provide examples of prevention supports and services

### 2 KEY LEARNING POINTS

- In accordance with the public health model of prevention, there are three levels of prevention: primary, secondary and tertiary.
  - » Primary prevention: addresses root causes of child protection risks within a population. The target group of primary prevention is all children in a community or population.
  - » Secondary prevention: addresses the specific source of an individual child's risks and/or vulnerabilities. The target group of secondary prevention is groups of children at high risk of harmful outcomes.
  - » Tertiary prevention: reduces the longer-term impacts of harm and the chances that a child who has already experienced abuse, neglect, exploitation or violence will be harmed again. The target group of tertiary prevention is individual children who have experienced harm.
- Primary prevention is critical in humanitarian settings for three main reasons: An ethical responsibility to prevent harm to children before it occurs whenever possible by all humanitarians; Improving the sustainability and long-term impact of humanitarian responses; and Increased cost-effectiveness of child protection interventions.
- Prevention Supports and Services include any actions or components that contribute to the prevention of harmful outcomes for children.
  - » Prevention services include any services that reduce or eliminate risk factors or bolster protective factors. They can be provided by government or non-governmental agencies and groups. Example services could include formal or non-formal learning opportunities, social protection programs, after school recreation programs, or availability and access to resource persons like teachers or social workers. There should be equitable access and quality of the service to all children, including the most vulnerable. Otherwise, inequities in service provision may be or become risk factors leading to harmful outcomes for vulnerable groups of children.
  - » Prevention supports are experiences or components that exist in the child's environment and contribute to prevention efforts, such as caring family members, stability in where the child lives, or spiritual beliefs that promote a sense of optimism and self-worth. These are often protective factors.

### 3 SESSION OUTLINE

Topic	Methodology	Time
Session introduction	Trainer input	2 mins
What is prevention?	Sorting activity	30 mins
Primary prevention	Plenary	10 mins
Prevention supports and services	Group exercise	30 mins
Wrap up	Plenary	3 mins

### 4 PREPARATION REQUIRED

- Read and familiarise with section 1.0 The Purpose of The Prevention Framework and section 2.0 What is Prevention in Humanitarian Action? of the [Primary Prevention Framework](#)
- Print and cut up one copy of 1.3 Prevention activity cards per 4 participants (f2f) or recreate the cards on a virtual whiteboard and duplicate a copy per 4 participants (remote)
- Print copies of the table in supporting information (f2f), or add this to a shared folder or virtual whiteboard and save the link (remote).

### 5 MATERIAL REQUIRED

- Digital or hard copies of prevention framework

### 6 INSTRUCTIONS FOR FACILITATOR

Methodologies Face to Face	Technical Producer Notes (remote only)	Time
<b>Session introduction</b> Introduce the session aim and objectives		2 min
<b>What is prevention?</b> Explain that to begin, we will think about what we mean by prevention. In accordance with the public health model of prevention, there are three levels of prevention: primary, secondary and tertiary.	Prepare breakout rooms of 4 participants.	30 min

Methodologies Face to Face	Technical Producer Notes (remote only)	Time
<p><b>Instructions:</b> Explain that you will give the participants a set of cards. On each card there is an example of a prevention activity. The task is to organise these cards into three groups - one each for primary, secondary, and tertiary prevention. Note that you have not yet given the definition of these levels! This is on purpose. We are going to see if we can group the activities to help us come up with definitions for the three levels.</p> <p>Organise the participants into groups of 4, and provide each group with a set of cards.</p> <p>Allow 10 minutes for the sorting exercise, then show or handout the table from page 8 of the Prevention Framework (see supporting information) and ask the groups to check and correct their answers.</p> <p>Bring the group back together and ask if anyone has any suggestion on the difference between primary, secondary and tertiary prevention, based on the examples of actions they have seen. Take some suggestions, and ensure the following are covered in the discussion:</p> <p>Primary prevention: addresses root causes of child protection risks within a population. The target group of primary prevention is an entire community or population (including both children and adults).</p> <p>Secondary prevention: addresses the specific source of an individual child's risks and/or vulnerabilities. The target group of secondary prevention is groups of children at high risk of harmful outcomes.</p> <p>Tertiary prevention: reduces the longer-term impacts of harm and the chances that a child who has already experienced abuse, neglect, exploitation or violence will be harmed again. The target group of tertiary prevention is individual children who have experienced harm.</p> <p>Check for questions on the definitions.</p>	<p>Paste the task instructions into the chat:</p> <p><i>Organise the prevention activity cards into three groups - primary, secondary and tertiary prevention.</i></p> <p>Provide link(s) to the virtual whiteboard with the activity cards, and launch the breakout rooms.</p> <p>Monitor activity progress on the whiteboards and circulate between the breakout rooms as needed.</p> <p>After 10 minutes, bring the group back together and share the correct answers, then relaunch the breakouts.</p> <p>Close the breakout rooms.</p>	

Methodologies Face to Face	Technical Producer Notes (remote only)	Time
<p><b>Primary prevention</b></p> <p><b>Ask:</b> Can anyone suggest why the Prevention Framework focuses on Primary Prevention?</p> <p>Take some suggestions and then add any missing points:</p> <ul style="list-style-type: none"> <li>• CPHA actors are implementing secondary and tertiary prevention but there is less investment in preventing harm across a population;</li> <li>• Addressing this gap will lead to greater gains to protecting children during a crisis;</li> <li>• Primary prevention addresses the root causes of harm to children within a population or community, leading to an overall reduction in the number of families and children in need of secondary and tertiary prevention services and response services;</li> <li>• Investment in primary prevention is essential to ensuring accountability to children and the centrality of protection within humanitarian preparedness and response efforts.</li> </ul> <p>Summarise that Primary prevention is critical in humanitarian settings for three main reasons:</p> <ul style="list-style-type: none"> <li>• An ethical responsibility to prevent harm to children before it occurs whenever possible by all humanitarians;</li> <li>• Improving the sustainability and long-term impact of humanitarian responses; and</li> <li>• Increased</li> </ul> <p><b>Ask:</b> Will prevention eliminate the need for response?</p> <p>Take some suggestions then confirm that no, it is not expected that prevention will totally eliminate the need for referral, response and remedial services. Child protection systems should incorporate both prevention and response components.</p>		10 min



Methodologies Face to Face	Technical Producer Notes (remote only)	Time
<p><b>Prevention supports and services</b></p> <p><b>Instructions:</b> Organise the participants back into groups. If they come from a range of contexts, group them according to the context they work in. Aim for groups of 3-5.</p> <p>Give each group a copy of the socio-ecological model handout. Explain that they should discuss and make a quick list of the main risk factors and protective factors for children in their context. Remind them to consider each level. Allow 10 minutes for the groups to do this.</p> <p>Bring the group back together and explain that good prevention programming requires prevention supports and services. These include any actions or components that contribute to the prevention of harmful outcomes for children.</p> <p>Prevention services include any services that reduce or eliminate risk factors or bolster protective factors at the population level. For example, formal or non-formal learning opportunities for a population of boys and girls.</p> <p>Prevention supports are experiences or components that exist in the child’s environment and contribute to prevention efforts. For example, caring family members. These are often protective factors.</p> <p>Remind the group that “Population” doesn’t necessarily mean the entire population. So a sub-population can also benefit from primary prevention activities, for example, it may be a population of boys between 12 and 18 in a specific district.</p> <p>Ask the participants to return to their groups and discuss, in their context:</p> <ul style="list-style-type: none"> <li>• What prevention supports and services already exist?</li> <li>• What prevention supports and services could they work to develop or strengthen?</li> </ul> <p>Allow 10 minutes for discussion, then bring the group back together.</p> <p>Ask each group to share one example of a prevention support and a prevention service that already exists in their context.</p>	<p>Prepare the breakout rooms of 3-5 people each. Paste the task instructions into the chat:</p> <p><i>In your group, make a list of the main harmful outcomes, risk factors, and protective factors in your context.</i></p> <p>Share links to whiteboards where they can make their lists then launch the breakout rooms for 5 minutes.</p> <p>Close the breakouts and explain the next part of the task. Paste the instructions into the chat:</p> <p><i>Prevention services include any services that reduce or eliminate risk factors or bolster protective factors.</i></p> <p><i>Prevention supports are experiences or components that exist in the child’s environment and contribute to prevention efforts.</i></p> <p>In your context:</p> <ul style="list-style-type: none"> <li>• What prevention supports and services already exist?</li> <li>• What prevention supports and services could they work to develop or strengthen?</li> </ul> <p>Relaunch the breakout groups.</p>	<p>30 min</p>

Methodologies Face to Face	Technical Producer Notes (remote only)	Time
Note that existing and appropriate prevention supports and services must be identified within the context, as they will vary. For example, the same service may contribute to prevention in one context but not in another.	Close the breakout rooms.	
<b>Wrap up</b> Recap the key learning points and close the session.		3 min

## 7 SUPPORTING INFORMATION

What is prevention - sorting activity solution:

Level	Examples (Non-exhaustive List)
<b>Primary Prevention</b>	<ul style="list-style-type: none"> <li>• Implementation of social protection or other economic policies and programs that strengthen household financial security.</li> <li>• Social norms and behavior change interventions (e.g., programming to reduce violence in schools including positive discipline and anti-bullying).</li> <li>• Community-wide access to parenting support services and information.</li> <li>• Access to quality education services, healthcare, adequate water &amp; sanitation services and shelter for all children.</li> </ul>
<b>Secondary Prevention</b>	<ul style="list-style-type: none"> <li>• Life-skills sessions for adolescents at risk of harm.</li> <li>• Financial support to families with a child identified as at risk for child marriage.</li> <li>• Parenting support sessions or home visits for parents of children identified as at risk of abuse or neglect in the home.</li> <li>• Early intervention support for children with developmental delays, which can lead to higher risk of abuse, neglect, exploitation and violence.</li> </ul>
<b>Tertiary Prevention/ Responsive and Remedial Actions</b>	<p>Tertiary prevention activities are intended to prevent reoccurrence of harm and long-term negative impacts and are often delivered together with remedial and response actions after a child has already experienced harm.</p> <ul style="list-style-type: none"> <li>• Case management services for children who have experienced abuse, neglect, exploitation or violence.</li> <li>• Reintegration support for children associated with armed forces and armed groups.</li> <li>• Building the capacity within the justice system on interviewing techniques when working with child survivors.</li> </ul>

## 1.3 Prevention Activity Cards

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

## 1.4 Prevention Guiding Principles (50 minutes)

### 1 OBJECTIVES

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

- List eight principles for effective primary prevention interventions
- Discuss how to apply the principles in practice

### 2 KEY LEARNING POINTS

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

### 3 SESSION OUTLINE

Topic	Methodology	Time
Session introduction	Trainer input	2 mins
8 Guiding Principles	Gallery walk	15 mins
Principles in practice	Small group discussion and plenary feedback	30 mins
Wrap up	Trainer input	3 mins

### 4 PREPARATION REQUIRED

- Read and familiarise with section 3.0 Principles for Effective CPHA Prevention Interventions of the Primary Prevention Framework
- Print out the 8 principles heading cards and put these up around the training room (f2f) / Add the principles headings/icons to a virtual whiteboard (remote)

## 5 MATERIAL REQUIRED

- 8 principles heading cards / virtual whiteboard
- Flipcharts and markers
- Digital or hard copies of prevention framework

## 6 INSTRUCTIONS FOR FACILITATOR

Methodologies Face to Face	Technical Producer Notes (remote only)	Time
<p><b>Session introduction</b></p> <p>Introduce the session aim and objectives</p> <p><b>8 Guiding Principles</b></p> <p><b>Explain:</b> There are eight guiding principles for effective CPHA prevention initiatives. These principles should be applied throughout prevention programming, from preparedness through to evaluation and learning.</p> <p><b>Instructions:</b> Explain that we are going to do a gallery walk. The eight principles are displayed around the room. The participants should walk around the room, looking at the principles and thinking about what they mean to them. They do not need to make any notes, the idea is just to familiarise with the principles and generate some initial reflections on what they mean.</p> <p>Allow 5-10 minutes for the gallery walk, then bring the group back together.</p> <p>Check if there are any questions of clarification on the headings, but do not get into the actions that fall under each principle at this stage.</p>	<p>Prepare breakout rooms of two participants. Provide a link to the whiteboard with the principle headings. Explain that participants should look at each one, and discuss together their initial reflections on what each one means.</p> <p>Launch the breakout rooms. Time 10 minutes.</p> <p>Close the breakout rooms but note the pairs, or leave them available to relaunch.</p>	2 min

Methodologies Face to Face	Technical Producer Notes (remote only)	Time
<p><b>8 Guiding Principles</b></p> <p><b>Explain:</b> There are eight guiding principles for effective CPHA prevention initiatives. These principles should be applied throughout prevention programming, from preparedness through to evaluation and learning.</p> <p><b>Instructions:</b> Explain that we are going to do a gallery walk. The eight principles are displayed around the room. The participants should walk around the room, looking at the principles and thinking about what they mean to them. They do not need to make any notes, the idea is just to familiarise with the principles and generate some initial reflections on what they mean.</p> <p>Allow 5-10 minutes for the gallery walk, then bring the group back together.</p> <p>Check if there are any questions of clarification on the headings, but do not get into the actions that fall under each principle at this stage.</p>	<p>Prepare breakout rooms of two participants. Provide a link to the whiteboard with the principle headings. Explain that participants should look at each one, and discuss together their initial reflections on what each one means.</p> <p>Launch the breakout rooms. Time 10 minutes.</p> <p>Close the breakout rooms but note the pairs, or leave them available to relaunch.</p>	15 min
<p><b>Principles in practice</b></p> <p><b>Instructions:</b> Explain that now, the participants will work in small groups to discuss the principles in practice. Divide the participants into four groups, and give each group 2 principles headings from the wall. Explain that for each principle, they should come up with three things they could do to put the principle into practice. Provide an example from pages 10-11 of the Prevention Framework, if necessary.</p> <p>Provide a flipchart for each group and allow 15 minutes for the groups to work on their lists. Monitor in case they are ready sooner.</p> <p>Ask each group to feedback on their lists, and add in any additional items from pages 10-11 of the Framework, as necessary.</p> <p>Check for questions.</p>	<p>Prepare four breakout rooms, keeping the pairs from the gallery walk together.</p> <p>Provide a link to a blank virtual whiteboard where they can make their notes.</p>	30 min
<p><b>Wrap up</b></p> <p>Recap the key learning points and close the session.</p>		3 min



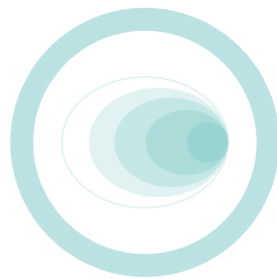
## 7 SUPPORTING INFORMATION

See Prevention Framework pages 10-11.

### 1.4 Prevention Principles Headings



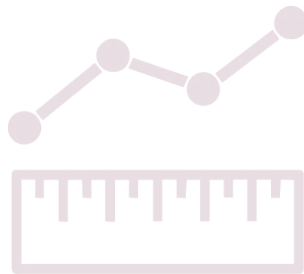
Be context specific



Address multiple levels of the  
socio-ecology



Use a holistic, multi-sector approach



Measure outcomes



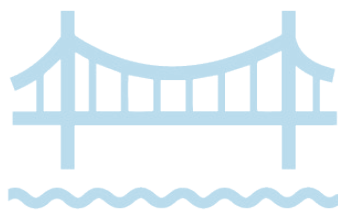
Use a strengths-based approach



Facilitate community  
ownership



Be child-centred and  
inclusive



Bridge development and  
humanitarian systems

# 1.5 Integrating Prevention into Programme Cycle Management (125 minutes)

## 1 OBJECTIVES

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

- Give examples of key actions to integrate primary prevention considerations into each step of the programme management cycle
- Suggest key actions that may be applicable in own context

## 2 KEY LEARNING POINTS

The prevention framework outlines key preventive actions for each step of the programme management cycle. These include:

- Preparedness
  - » Understand and document risk and protective factors related to the types of harm that children experience now and those they may experience during a potential crisis.
  - » Include actions to address risk and protective factors in multi-sectoral preparedness plans.
  - » Advocate for and invest in primary prevention preparedness actions pre-crisis.
  - » Take early action to prevent harm at the beginning of a crisis.
- Assessment and Situation Analysis:
  - » Use existing information to take immediate action while further assessment is undertaken.
  - » Gather existing information from multi-sector sources on harmful outcomes to children in the context.
  - » Analyze harmful outcomes for children and their associated risk and protective factors.
- Design and Planning:
  - » Develop a contextualised theory of change to prevent harm based on the identified risk and protective factors.
  - » Design and plan interventions with communities, and include children and their families.
  - » Identify result level outcomes and indicators that measure changes in risk and protective factors.
  - » Be strategic in selecting the risk and protective factors that will have the most impact and are feasible to address.
  - » Design population-level approaches to address risk and protective factors at multiple levels of the social ecology.
  - » Financial and technical resources for design and subsequent implementation should be provided to local and national actors as a priority.
  - » Build flexibility into the program design.
- Implementation and Monitoring
  - » Monitor changes in risk and protective factors during implementation.
  - » Adapt prevention interventions based on monitoring data.

- Evaluation and Learning
  - » Evaluate changes in result outcomes at the level of risk and protective factors.
  - » Evaluate the prevention of harmful outcomes and share learnings on prevention effectiveness and cost-benefit analysis.

### 3 SESSION OUTLINE

Topic	Methodology	Time
Session introduction	Trainer input	2 mins
Key actions for primary prevention	Sorting activity	25 mins
Experience sharing / Examples	Plenary discussion	13 mins
Break		
Key Actions Programming Examples	Case studies group work	60 mins
Break		
Application to own context	Think, pair, share	20 mins
Wrap up	Trainer input	5 mins

### 4 PREPARATION REQUIRED

- Read and familiarise with section 4.0 The Five Steps of Prevention Programming of the [Primary Prevention Framework](#)
- Print and cut out the Prevention PMC cards - one copy per 4 participants (f2f) / Transfer the Prevention PMC cards onto post-its on a virtual whiteboard and duplicate for each 4 participants (remote)
- Print page 13 of the Prevention Framework - one copy per 4 participants (f2f)

### 5 MATERIAL REQUIRED

- Tape (f2f)
- Digital or hard copies of prevention framework

## 6 INSTRUCTIONS FOR FACILITATOR

Methodologies Face to Face	Technical Producer Notes (remote only)	Time
<p><b>Session introduction</b></p> <p>Introduce the session aim and objectives</p>		2 min
<p><b>Key actions for Primary Prevention</b></p> <p>Explain that the prevention framework outlines key preventive actions for each step of the programme management cycle. We will do an activity to learn more.</p> <p><b>Instructions:</b> ask participants to name the steps of the programming management cycle. Take suggestions and then confirm that the steps include: Preparedness, Needs Assessment and Situation Analysis, Design and Planning, Implementation and Monitoring, Evaluation and Learning. Organise the participants into groups of four, and give each group a set of the Prevention PCM cards and some tape. Explain that first they should identify the 5 steps of the Programme Management Cycle and build the cycle on the wall. Then, they should review the rest of the cards. These contain key actions for primary prevention. Their task is to sort these, and place them in the relevant PCM step.</p> <p>Check for understanding of the task.</p> <p>Allow 15 minutes for the group work, circulating between the groups to support as required.</p> <p>Bring the group back together and handout the print outs of the PCM from the Prevention Framework. Ask each group to check their own answers against this, and then invite any questions or queries.</p> <p>Note that capacity strengthening should take place throughout the programme cycle, to better enable CPHA actors and other sectors to implement primary prevention actions in their programming.</p> <p><b>Note</b> that the prevention framework has some annexes which are designed to support its use. One of these is a risk and protective factors prioritisation tool.</p> <p><b>Ask</b> why this might be useful. Take some suggestions, then explain that it is often not possible to address all risk and protective factors, and the most impactful actions may not be the most feasible, and vice versa.</p>	<p>Prepare breakout rooms of 4 participants.</p> <p>Share links to the pre-prepared virtual whiteboards for the activity.</p> <p>Launch the breakout rooms, and circulate between them to support.</p> <p>Close the breakouts, or visit each room and share a copy of the PCM image.</p>	25 min



Methodologies Face to Face	Technical Producer Notes (remote only)	Time
<p><b>Explain</b> that this tool has been developed to facilitate the prioritisation of risk and protective factors for project design, based on the criteria of: impact, feasibility and intersection with multiple types of harm.</p>		
<p><b>Experience sharing / Examples</b></p> <p>Invite the group to share any examples of primary prevention programming from their own experience.</p> <p>If there is no experience in the room of implementing primary prevention, draw on the programme examples in the Prevention Framework to illustrate the key actions identified in the first activity.</p>		13 min
<p><b>Key Actions Programming Examples</b></p> <p><b>Instructions:</b> Explain to the participants that we will further look into what actually some of the key actions mean in practice. Divide participants in 5 or 6 groups and distribute the cards with the programming examples in the supporting information section. Ask the participants to read through the examples and statements provided and discuss within the group to which PCM step the described intervention relates and which key action is highlighted. Allow 40 minutes for the discussion to take place. Check on all the groups to ensure that the instructions are clear and that the participants are appropriately progressing through the task.</p> <p><b>Feedback:</b> Once time has elapsed ask each of the group to present their decisions on one of the programming examples. Go through all the examples and ask if there are any questions.</p>	<p>Prepare breakout rooms and share link to template with programming examples and statements</p> <p>Launch the breakout rooms, and circulate between them to support.</p> <p>Close the breakouts, or visit each room and share a copy of the PCM image.</p>	65 min
<p><b>Application to own context</b></p> <p><b>Instructions:</b> Ask the participants to think for 1-2 minutes about which key actions are most applicable in their own work.</p> <p>Then, ask them to turn to the person next to them and discuss for 5 minutes.</p> <p>Finally, invite a few brief reflections in the plenary.</p>	<p>Prepare breakout rooms of 2 people for the second phase of the think, pair, share.</p>	20 min
<p><b>Wrap up</b></p> <p>Recap the key learning points and close the session.</p>		5 min

## 7 SUPPORTING INFORMATION

Note: Participants may notice that early action is listed in the preparedness stage, while these are often understood as actions taken before the onset of a crisis. In the framework early actions refers to those taken in response to a trigger that signals that a crisis is likely near. These early actions either mitigate the impact of a crisis or improve the response.

Programming Example or Statement	PCM Step and Key Action
<p><b>Example: Use of early warning systems to prevent recruitment of children by armed forces and armed groups.</b></p> <p>The Dallaire Institute for Children Peace and Security has developed a predictive model to estimate the likelihood of child soldier recruitment and use by country. Variables that have been found to be predictors of child recruitment and use in a range of contexts are monitored.</p> <p>The model has estimated child-soldier use correctly 86% of the time and continues to be developed for increased accuracy. Variables include, for example, an overall increase in recruitment levels by a previously active non-state armed group and the use of children by government armed forces. The Dallaire Institute and its local partners monitor the situation for these and other identified triggers. When the trigger level is reached, preventative actions are put into place.</p> <p>In northern Mozambique, the conflict has killed over 5,000 people and displaced nearly 800,000 people between 2017 and 2021. The potential recruitment and use of children by non-state armed groups was identified as a concern. While monitoring the evolving situation, early warning triggers that predict use of children by armed groups were identified in January 2020. In response, the Dallaire Institute organized preventative actions such as high-level dialogues and sensitization with the Ministry of Defense, senior military personnel from the Mozambican Defense Forces and policymakers from other relevant ministries. Mozambican soldiers are also being trained on the human rights concerns and best practices for preventing the recruitment and use of children as soldiers, fighting against an armed group that uses child soldiers, including observation, reporting and planning strategies to enhance protections for children.</p>	<p>Preparedness - Take early action to prevent harm at the beginning of a crisis.</p>

Programming Example or Statement	PCM Step and Key Action
<p><b>Example: Food security indicators related to child protection risk factors</b></p> <p>The Coping Strategies Index (CSI)<sup>19</sup> is a tool used by food security professionals to measure household food security and the impact of food aid programs in humanitarian settings. The CSI recommends using focus groups to identify the coping strategies households are using when access to food is inadequate. The strategies are then included in the index as measures of food insecurity in context.</p> <p>An example coping strategy suggested in the CSI is sending children to work. This is also an indicator of child labor, with food insecurity as a risk factor for child labor.</p> <p>Sending a household member to beg is another example of a coping strategy included in the CSI. If disaggregated to identify household members by age group, this can also provide data on child labor.</p> <p>Sending children to eat with neighbors or even sending children to live with family or neighbors are examples of additional coping strategies that impact a child's risk for harm, including family separation.</p> <p>Joint analysis between food security and child protection actors can lead to the development of prevention interventions to address negative coping strategies.</p>	<p>Assessment and Situation Analysis - Gather existing information from multi-sector sources on harmful outcomes to children in the context.</p>
<p><b>Designing Multi-sectoral Primary Prevention Programs</b></p> <p>The sectors involved in primary prevention interventions will depend on the main risk and protective factors identified. Interventions may address only one or multiple factors identified.</p> <p>For example, if psychosocial distress of parents caused by the humanitarian crisis (e.g., due to witnessing violence or experiencing displacement) is a major risk factor for physical and emotional abuse of children in homes, then universal access to psychosocial support or parenting support may be the most appropriate intervention. In other cases, other sector interventions may be prioritized, for example, when food insecurity is a major risk factor or access to education is an important protective factor.</p> <p>When other sector-implemented interventions are prioritized, child protection actors still have an essential role in advocating for and coordinating prevention efforts throughout the program cycle. Child protection actors can support other humanitarians by collecting and analyzing data related to child well-being in context, ensuring child participation is systematic and that approaches are inclusive to all children within the population-group</p>	<p>Design and Planning - Design population-level approaches to address risk and protective factors at multiple levels of the social ecology.</p>

Programming Example or Statement	PCM Step and Key Action
<p>Program Example: Tackling the root causes of sexual and gender-based violence to girls in Northeastern Nigeria</p> <p>Context: In Borno and Yobe states within northeastern Nigeria, GBV, including early and forced marriage, prevented girls from attending secondary school. To prevent GBV against girls, a three-year project is being implemented by two national Nigerian organizations in partnership with Plan International.</p> <p>What were the risk and protective factors? A Rapid Gender Assessment followed by a more in-depth Gender and Child Protection Assessment identified specific barriers to education. Risk factors identified for GBV against girls and school dropout were: 1) harmful gender norms in the community, 2) student perception of gender-based discrimination in schools, and 3) corporal punishment in schools. Protective factors identified were: 1) positive coping strategies used by adolescent girls and their families and 2) caregivers who supported adolescent girls to access education. The three organizations worked together with children, parents and caregivers, teachers, community-level child protection actors and authorities to identify preventative actions to be put in place or strengthened.</p> <p>What primary prevention approaches were used? Prevention interventions include running adolescent girl-friendly discussion groups and girls' school clubs. At the community level, quarterly discussions are organized among community leaders, women's organizations, and religious leaders to discuss barriers to girls' education and preventing GBV / early marriage. Based on the discussions, public communication messages are developed and broadcast. The organizations also train teachers on gender responsive approaches, psychosocial support, and how to work with children to create and maintain a safe and inclusive learning environment.</p> <p>What is being monitored? Population-based surveys were administered to adolescents and parents to collect information related to the following risk and protective factors: 1) the level of knowledge and capacity of caregivers and communities to protect girls and support girls' access to education, and 2) the capacities of girls to identify and protect themselves from GBV and assert their rights regarding their education. A baseline survey was conducted at the start of the project, which was used to finalize the prevention interventions' design. Another survey will be completed at the end of the project to assess the change in the identified factors. Additionally, annual school evaluations are conducted to monitor changes in the knowledge, skills, and attitudes of teachers to make the learning environment safe. The evaluations review how schools are implementing changes to create quality, gender-responsive, protective, and inclusive learning environments</p>	<p>Implementation and Monitoring - Adapt prevention interventions based on monitoring data.</p>

Programming Example or Statement	PCM Step and Key Action
<p>for girls. Education records are also reviewed to measure the percentage of girls who successfully transition between levels. This serves as a proxy indicator for a reduction in the number of girls experiencing GBV in schools.</p>	
<p><b>Contribution Analysis, Process Tracing, and Outcomes Harvesting</b></p> <p>Contribution analysis: Tools to understand how the activities within an intervention influenced an observed change. It involves including external factors that will impact outcomes into the theory of change. Then existing program data is reviewed to support either argument that it was intervention (e.g., cash distributions and parenting support groups supported in the program) or external factors (e.g., cessation of armed fighting, resumption of market activity) that caused the change.</p> <p>Process tracing: This is an approach then used to determine the strength of the arguments linking change to the intervention or external factors that can be used with contribution analysis tools.</p> <p>Outcome harvesting: This is an approach where changes toward prevention of harm in the community are observed and recorded by community members and program staff.</p> <p>The evaluators work backwards to see how the preventative program efforts might have contributed to the change. This method is useful to identify unintended outcomes. It can also be used when causal pathways are unclear or very complex or in conjunction with other evaluation tools.</p>	<p>Evaluation and Learning - Estimate the contribution of the prevention interventions on identified changes (reduction or increase) in the harmful outcome targeted by the program.</p>
<p><b>Program Example: Profiling of children who have experienced harmful outcomes to identify risk and protective factors in Uganda</b></p> <p>What was done? In Uganda, ChildFund worked with a wide variety of partners to prevent family separation. Data was collected from children living in the residential care and the caregivers that worked in the residential care centers on the factors that led them to be separated from their families. Nine major risk factors were identified. This included 53% of children and workers citing lack of access to quality education as a factor, 51% the loss of one or both parents, 51% poverty and 15% identified neglect at home. This information was then triangulated with community data. The communities where the largest number of children living in residential care came from were identified. Then community members from these areas identified households where they perceived a high risk of family separation. The high-risk households were assessed on vulnerability scales that looked at household economic security, access to basic needs, health care,</p>	<p>Assessment and Situation Analysis - Determine if any sub-population groups may need to be prioritized in prevention efforts.</p>

Programming Example or Statement	PCM Step and Key Action
<p>psychosocial support, child protection and legal support. This method found that household poverty, loss of one or both parents, domestic violence and alcoholism were the top risk factors present in these households.</p> <p>What was the outcome? Using the assessment information above, ChildFund and its partners were able to prioritize risk factors that had the most impact on family separation and design interventions to reduce those risks in the population.</p>	

## 1.5 PCM Activity Cards



# Implementation and monitoring

## Evaluation and learning

**Understand and document risk and protective factors related to the types of harm that children experience now and those they may experience during a potential crisis.**

**Include actions to address risk and protective factors in multi-sectoral preparedness plans.**

**Advocate for and invest in primary prevention actions pre-crisis.**

**Take early action to prevent harm at the beginning of a crisis.**

**Gather existing information from multi-sector sources on harmful outcomes to children in context.**

**Support community-led analysis of the risk and protective factors associated with harmful outcomes.**

**Determine if any sub-population groups may be prioritised in prevention efforts.**

**Develop a contextualised theory of change to prevent harm based on the identified risk and protective factors.**



**Design population-level approaches at multiple levels of the socio-ecology.**

**Design and plan interventions with communities, and include children and their families.**

**Monitor changes in risk and protective factors during implementation.**

**Adapt prevention interventions based on monitoring data.**

**Evaluate changes in result outcomes at the level of risk and protective factors.**

**Evaluate the prevention of harmful outcomes.**

**Share learnings on prevention effectiveness and cost-benefit analysis.**

# 1.6 Challenges and Opportunities of Prevention Programming in CPHA (60 minutes)

## 1 OBJECTIVES

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

- Describe opportunities and challenges associated with prevention programming in child protection in humanitarian action

## 2 KEY LEARNING POINTS

- Humanitarian funding cycles vary in length. Longer-term funding opportunities will allow for more effective community-owned, sustainable preventive approaches and are preferable where possible. However, prevention efforts can be furthered within any timeframe. In cases with extremely short funding duration (6 months or less) and where continuation of funds is insecure, efforts should still be made to initiate simple preventive approaches that can be built upon by other actors, particularly communities.
- In all contexts, effective behaviour and social norms change requires a deliberate strategy and sufficient time to achieve results, as the decision by an individual or group to adopt new behaviours is a complex process. Awareness raising, which is often the main activity in humanitarian settings, is only one step in the process. Evidence from development settings on changing social norms suggests running both community-level and small group-level activities in combination with law enforcement and life skills interventions. It is essential to ensure Do No Harm measures can be applied before any social norms change interventions take place.
- For most prevention interventions in humanitarian settings, instead of directly measuring outcomes of prevention (e.g., reduced physical and emotional maltreatment of children in the population), result level outcomes can be measured (e.g., children who have been displaced report an increased sense of belonging in the host community). Result outcomes are directly related to the desired change in reducing risk factors or increasing protective factors.

## 3 SESSION OUTLINE

Topic	Methodology	Time
Session introduction	Trainer input	2 mins
Identifying challenges	Brainstorm	5 mins
Identifying opportunities	Carousel	30 mins
Debrief	Plenary	20 mins
Wrap up	Trainer input	3 mins

## 4 PREPARATION REQUIRED

- Read and familiarize with section 5.0 Challenges and Opportunities for Primary Prevention Interventions in Humanitarian Settings of the [Primary Prevention Framework](#)

## 5 MATERIAL REQUIRED

- Flipcharts and markers / Virtual whiteboard
- Digital or hard copies of prevention framework

## 6 INSTRUCTIONS FOR FACILITATOR

Methodologies Face to Face	Technical Producer Notes (remote only)	Time
<p><b>Session introduction</b></p> <p>Introduce the session aim and objectives</p>		2 min
<p><b>Identifying challenges</b></p> <p>In plenary, ask: What challenges have you experienced, or do you anticipate, to implementing prevention programming?</p> <p>Make a note of the suggestions on a flipchart, grouping them where possible, in line with the main challenges in the Prevention Framework:</p> <ul style="list-style-type: none"> <li>• Short term funding</li> <li>• Requirement for behaviour and social norms changes</li> <li>• Measuring prevention outcomes</li> <li>• Coordination and advocacy support</li> </ul> <p>**If several responses relate to an additional theme, add this for the next part of the exercise and adjust the timings accordingly.</p>	Use a virtual whiteboard to note and group the responses.	5 min
<p><b>Identifying opportunities</b></p> <p><b>Explain:</b> The Prevention Framework highlights four areas which commonly challenge prevention programming in CPHA.</p>	Prepare four breakout rooms.	30 min

Methodologies Face to Face	Technical Producer Notes (remote only)	Time
<p>Introduce these, referring to the relevant participants inputs from the brainstorm to highlight each one:</p> <ul style="list-style-type: none"> <li>• Short term funding</li> <li>• Requirement for behaviour and social norms changes</li> <li>• Measuring prevention outcomes</li> <li>• Coordination and advocacy support</li> </ul> <p><b>Instructions:</b> Explain that we will now think about opportunities, and what we can do to mitigate or proceed in spite of these challenges. Divide the participants into four groups, and direct each one to a flipchart. Give each group a challenge, and have them write this at the top of the flipchart. Explain that they have 10 minutes to come up with opportunities and ideas to implement prevention programming even when this challenge exists.</p> <p>Note that after 10 minutes we will rotate to the next flipchart, where we will add to the existing ideas. One person within each group needs to be assigned to stay with the same challenge as to be able to report back easily.</p> <p>Start the exercise. Rotate the groups three times, after 10 minutes, then 7 minutes, then 5 minutes. Allow 5 more minutes at the final flipchart, then bring the exercise to a stop.</p>	<p>Copy and paste the list into the chat:</p> <p>Group 1: Short term funding</p> <p>Group 2: Requirement for behaviour and social norms changes</p> <p>Group 3: Measuring prevention outcomes</p> <p>Group 4: Coordination and advocacy support</p> <p>Share the link to a virtual whiteboard.</p> <p>Broadcast messages when it is time for the groups to rotate, and ensure they move in the right direction.</p>	
<p><b>Debrief</b></p> <p>Invite the participants assigned to report back to present in plenary their respective challenge. Complement with any additional points from the Prevention Framework.</p>	<p>Screen share the virtual whiteboards during the feedback.</p>	20 min
<p><b>Wrap up</b></p> <p>Recap the key learning points and close the session.</p>		3 min

## 1.7 Wrap Up and Close (30 minutes)

### 1 OBJECTIVES

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

- Recall the tools and resources available to support primary prevention programming in CPHA
- Identify their own key learning from the course
- Provide feedback on the learning session

### 2 KEY LEARNING POINTS

- N/A

### 3 SESSION OUTLINE

Topic	Methodology	Time
Session introduction	Trainer input	2 mins
Available resources	Trainer input	5 mins
Key takeaways	Plenary activity	15 mins
Course evaluation	Individual activity	5 mins
Closing	Trainer input	3 mins

### 4 PREPARATION REQUIRED

### 5 MATERIAL REQUIRED

- Flipcharts and markers / Virtual whiteboard

## 6 INSTRUCTIONS FOR FACILITATOR

Methodologies Face to Face	Technical Producer Notes (remote only)	Time
<p><b>Session introduction</b></p> <p>Introduce the session aim and objectives</p>		2 min
<p><b>Available resources</b></p> <p>Introduce the resources that are available to support prevention programming in CPHA:</p> <ul style="list-style-type: none"> <li>• Prevention Framework</li> <li>• Annex 1: Examples of common risk and protective factors</li> <li>• Annex 2: Suggested actions to integrate the prevention principles into the program cycle</li> <li>• Annex 3: Example logical framework for a primary prevention CPHA program</li> <li>• Annex 4: Risk and protective factor prioritization tool</li> <li>• Annex 5: Summary of evidence based CPHA prevention approaches</li> </ul>		5 min
<p><b>Key takeaways</b></p> <p>Note that we have come to the end of the course, so it is time to reflect on what we are taking away with us.</p> <p>Ask the participants to stand in a circle, and explain that we will each share our main takeaway, and then take a step back. We will continue until we are all in a circle again. Run the check out exercise.</p>	<p>Invite participants to unmute and share their key takeaway.</p>	15 min
<p><b>Course evaluation</b></p> <p>Share the course evaluation form with the participants and ask them to complete this.</p>	<p>Share a link to the course evaluation.</p>	5 min
<p><b>Closing</b></p> <p>Thank the participants for their engagement and close the course.</p>		3 min