

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



*Updated Edition, 2026*



**USAID**  
FROM THE AMERICAN PEOPLE



**THE ALLIANCE**  
FOR CHILD PROTECTION  
IN HUMANITARIAN ACTION

## 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. In 2025, the learning package was reviewed to align with the revised CPHA Primary Prevention Framework. The framework itself had been updated in 2024 to integrate insights and lessons learned from pilot implementations in Niger and South Sudan.

This learning package is made possible by the generous support from the Bureau of Population, Refugees, and Migration within the United States Department of State.

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

**Suggested citation:** The Alliance for Child Protection in Humanitarian Action, Primary Prevention Framework for Child Protection in Humanitarian Action Introductory Learning Package (2022).

© 2025 The Alliance for Child Protection in Humanitarian Action

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 [www.alliancecpha.org](http://www.alliancecpha.org) or contact us directly: [info@alliancecpha.org](mailto:info@alliancecpha.org).

# TABLE OF CONTENTS

---

<b>Acknowledgments .....</b>	<b>1</b>
<b>Introduction and Learning Objectives .....</b>	<b>3</b>
<b>Participant Profile .....</b>	<b>4</b>
<b>Sample Agenda.....</b>	<b>4</b>
<b>Facilitator Skills.....</b>	<b>5</b>
<b>Material and Preparation required by Session.....</b>	<b>5</b>
<b>Monitoring and Evaluating the Learning Package .....</b>	<b>8</b>
<b>Session 1.1: Welcome and Introductions (30 minutes) .....</b>	<b>10</b>
<b>Session 1.2: Objectives and Expectations (15 minutes) .....</b>	<b>13</b>
<b>Session 1.3: Defining Prevention in CPHA Programming (60 minutes).....</b>	<b>16</b>
<b>Session 1.4: Prevention Guiding Principles (45 minutes) .....</b>	<b>28</b>
<b>Session 1.5: Integrating Prevention into Programme Cycle Management (90 minutes).....</b>	<b>34</b>
<b>Session 1.6: Challenges and Opportunities of Prevention Programming in CPHA (30 minutes).....</b>	<b>45</b>
<b>Session 1.7: Wrap up and Close (30 minutes) .....</b>	<b>49</b>

# 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 Alliance). The package is designed to strengthen participants' overall understanding of primary prevention in child protection in humanitarian action.

The decision to use this learning package should be based on an analysis of current capacities and the identification of specific learning needs which 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 communications 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 of the CPHA Competency Framework for all the competencies that are relevant to prevention programming.

## 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 child protection in humanitarian action and introduce the principles and steps involved. 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 nine guiding principles for CPHA prevention programming
- Explain the key steps for primary prevention in the program management cycle and give examples of how these may be applicable in own context
- Describe opportunities and challenges associated with prevention programming in child protection in humanitarian action.

## 2. PARTICIPANT PROFILE

---

This learning package is targeted at mid-level CP humanitarian practitioners who want to gain introductory knowledge on prevention programming in child protection in humanitarian action.

Typically, participants could include child protection in humanitarian action and child protection in development settings professionals in charge of designing, implementing, coordinating and advocating for child protection in humanitarian action 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, 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*

9:30	<b>Welcome and Intros</b>	30 mins
10:00	<b>Objectives and Expectations</b>	15 mins
10:15	<b>Defining Prevention in CPHA</b>	70 mins
11:15	<b>Break</b>	15 mins
11:30	<b>Prevention Guiding Principles</b>	45mins
12:15	<b>Break</b>	60 mins
13:15	<b>Integrating Prevention into Programme Management Cycle</b>	90 mins
14:45	<b>Break</b>	15 mins
15:00	<b>Challenges and Opportunities for prevention programming in CPHA</b>	30 mins
15:30	<b>Conclusions and Evaluation</b>	30 mins
16:00	<b>End</b>	

## B) Remote Delivery

Day 1 (180 mins)	Day 2 (180 min)
<ul style="list-style-type: none"><li>• Welcome and Intros</li><li>• Objectives and Expectations</li><li>• Defining Prevention in CPHA</li><li>• Prevention Guiding Principles</li></ul>	<ul style="list-style-type: none"><li>• Integrating Prevention in Programme Management Cycle</li><li>• Challenges and Opportunities for Prevention Programming in CPHA</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 on [learning@alliancecpha.org](mailto:learning@alliancecpha.org).

## 5. MATERIAL 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, pens. Please note however that we have tried to be very conservative in the use of paper, so as 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, for example 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	Material 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 or use Slides #2 and 3	Write the course aim and objectives on a virtual whiteboard or use Slides #2 and 3
<b>1.3 Defining Prevention in CPHA programming</b>	<p>Have slide deck ready to share slide # 4 and 5</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>Print and cut up one copy of Prevention activity cards per 4 participants in additional resources section</p> <p>Print 1 copy per participant of the table in additional resources “3 levels of prevention - sorting activity solution”</p> <p>Print and cut one copy per 4 participants of terms and definitions for activity Risk and Protective</p>	<p>Have slide deck ready to share slide # 4 and 5</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 3 levels of prevention - sorting activity solution, to a shared folder or virtual whiteboard and save the link</p> <p>Recreate the “Risk and Protective Factors: Foundations for Preventing Harm” activity on your virtual whiteboard by Including the key</p>

	Factors: Foundations for Preventing Harm in additional resources section	terms and their definitions in additional resources section
<b>1.4 Prevention Guiding Principles</b>	<p><i>Read and familiarise with section 3.0 Principles for Effective CPHA Prevention Interventions of the <a href="#">Primary Prevention Framework</a></i></p> <p>Have slide deck ready to share slide # 6</p> <p>Prepare flipchart sheets in advance, each displaying two of the nine principles to be assigned to a group.</p>	<p><i>Read and familiarise with section 3.0 Principles for Effective CPHA Prevention Interventions of the <a href="#">Primary Prevention Framework</a></i></p> <p>Have slide deck ready to share slide # 6</p> <p>Add two of the nine principle headings or icons to each page/board of a virtual whiteboard (two per page, across four boards)</p>
<b>1.5 Integrating Prevention into Programme Cycle Management</b>	<p><i>Read and familiarise with section 4.0 The Five Steps of Prevention Programming of the <a href="#">Primary Prevention Framework</a></i></p> <p>Have slide deck ready to share slides # 7 to # 13</p> <p>Print and cut out the Prevention PMC cards - one copy per 4 participants</p> <p>Print 2-3 copies of the case studies, single sided</p>	<p><i>Read and familiarise with section 4.0 The Five Steps of Prevention Programming of the <a href="#">Primary Prevention Framework</a></i></p> <p>Have slide deck ready to share slides # 7 to # 13</p> <p>Transfer the Prevention PMC cards onto post-its on a virtual whiteboard and duplicate for each 4 participants (remote)</p> <p>Save the case studies into a shared document and add the link to the producer notes</p>
<b>1.6 Challenges and Opportunities of Prevention in CPHA programming</b>	<p><i>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></i></p>	<p><i>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></i></p>

<p><b>1.7 Wrap Up and close</b></p>	<p>Read and familiarise with the CPHA Primary Prevention framework complimentary resources and annexes</p> <p>Present the resources by sharing slides #14 and #15</p> <p>Check the Alliance website's Prevention Initiative page for the latest updates to share with participants</p>	<p>Read and familiarise with the CPHA Primary Prevention framework complimentary resources and annexes</p> <p>Present the resources by sharing slides #14 and #15</p> <p>Check the Alliance website's Prevention Initiative page for the latest updates to share with participants</p>
-------------------------------------	--	--

## 6. MONITORING AND EVALUATING THE LEARNING PACKAGE

---

### Measuring Learning

Self-assessment may provide participants with an opportunity to self-evaluate or make judgments 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 learning experience and after the completion of the learning journey. It can also be used after a 3 to 6 months 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

In addition, 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).

# Prevention Framework

## Session Title: Welcome and Introductions (30 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 (f2f only) / Recall key features of online platform used (remote 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 (remote)	Trainer Input	5 min

#### 4. PREPARATION REQUIRED:

---

- Prepare the security briefing or invite a relevant colleague to provide this (f2f).
- Prepare the technology introduction (remote).

#### 5. MATERIAL REQUIRED:

---

- Plain paper (f2f)

#### 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: Invite everyone to share their name, organisation, and location in the chat as the facilitators introduce themselves.</b></p> <p><b>Explain that we will get into small groups. Each group will have 5 minutes to identify 5 things they have in common.</b></p> <p><b>After 5 minutes bring the group back together and ask for some examples from each group.</b></p>	<p>Prepare breakout rooms of 5 people each. Set the timer for 5 minutes and ensure that the rooms will close quickly by adjusting the settings.</p> <p>Launch the breakout rooms for 5 minutes.</p> <p>Close breakout rooms after 5 minutes.</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>	<p>10 min</p>
<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><b>Technology briefing</b></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>5 min</p>

# Prevention Framework

## Session Title: Objectives and Expectations (15 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	15 min

### 4. PREPARATION REQUIRED:

---

- Write the course aim on a flipchart (f2f) or virtual whiteboard (remote).

### 5. MATERIAL REQUIRED:

---

- Post it notes (f2f) / virtual whiteboard (remote)

### 6. INSTRUCTIONS FOR FACILITATOR

---

Methodologies Face to Face (f2f)	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 or use Slide #2: To strengthen participants' overall understanding of prevention in child protection in humanitarian action and introduce the principles and steps involved.</p>	Paste the aim into the chat or show slide #2.	15 min

<p><b>Instructions:</b> 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 by showing slide #3</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 nine guiding principles for CPHA prevention programming</li> <li>• Explain the key steps for primary prevention in the program management cycle and give examples of 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>Share a link to a virtual whiteboard where participants can add their ideas. Group these as they are added.</p> <p>Show slide #3</p>	
---	---	--

# Prevention Framework

## Session Title: Defining Prevention in CPHA Programming (60 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.
- Recall definitions for harmful outcome and risk and protective factors.

### 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 the root causes among the population to reduce the likelihood of harmful outcomes. The target group of primary prevention is all children in a community or population.
  - **Secondary Prevention:** Addresses a specific threat or vulnerabilities of children identified as being at high risk of harm. 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 reduces the chances of recurring harm. The target group of tertiary prevention is individual children who have experienced harm.
- Risk Factors are threats and vulnerabilities that increase the probability of a harmful outcome.

- Threats exist in a child's environment and could include armed conflict where the child lives, insecure accommodation arrangements, displacement, neglect, exploitation, or violence against children.
- Vulnerabilities are traits or experiences that make a person or a particular subgroup in a population more susceptible to a threat (e.g. ethnicity, developmental delays, being out-of-school, etc.).
- Protective factors reduce the probability of a harmful outcome and support well-being. This includes capacities to mitigate specific threats in a child's environment.
- A primary preventive approach is one that seeks to strengthen protective factors and mitigate risk factors at a population level in order to prevent harm to children. The below diagram provides a visual depiction of this.
- 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 stakeholders; improving the sustainability and long-term impact of humanitarian responses; and increased cost-effectiveness of child protection and broader humanitarian interventions.

### 3. SESSION OUTLINE:

---

Topic	Methodology	Time
Session Introduction	Trainer Input	2 min
What is Prevention?	Sorting Activity	35 min
Risk and Protective Factors: Foundations for Preventing Harm	Matching Activity and Plenary Discussion	20 min
Primary Prevention	Plenary	10 min
Wrap up	Plenary	3 min

#### 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 CPHA [Primary Prevention Framework](#).*
- Print and cut up one copy of Prevention Activity Cards in additional resources per 4 participants (f2f) / Recreate the cards on a virtual whiteboard and duplicate a copy per 4 participants (remote).
- Print 1 copy per participant of the table in additional resources “Three Levels of Prevention – Sorting Activity Solution” (f2f) / Add this to a shared folder or virtual whiteboard and save the link (remote).
- Print and cut up one copy of “Risk and Protective Factors: Foundations for Preventing Harm – Terms and Definitions Cards” (f2f) / Recreate the cards on a virtual whiteboard (remote).

#### 5. MATERIAL REQUIRED:

---

- Digital or hard copies of [CPHA Primary Prevention Framework](#).
- Print copies **or recreate on a virtual whiteboard (for online sessions)** the following materials:
  - “Prevention Activity Cards” – one set per group.
  - “Three Levels of Prevention – Sorting Activity Solution” – one copy per participant.
  - “Risk and Protective Factors: Foundations for Preventing Harm – Terms and Definitions Cards” – one set per group.

## 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 mins
<p><b>What is Prevention?</b></p> <p>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.</p> <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>Prepare breakout rooms of 4 participants.</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>	35 mins

<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 explain the definitions showing slide 4:</p> <ul style="list-style-type: none"> <li>• Primary prevention: addresses the root causes among the population to reduce the likelihood of harmful outcomes. The target group of primary prevention is all children in a community or population.</li> <li>• Secondary prevention: addresses a specific threat or vulnerabilities of children identified as being at high risk of harm The target group of secondary prevention is groups of children at high risk of harmful outcomes.</li> <li>• Tertiary prevention: reduces the longer-term impacts of harm and reduces the chances of recurring harm. The target group of tertiary prevention is individual children who have experienced harm.</li> </ul> <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>Check for questions on the definitions.</p>	<p>After 15 minutes, bring the group back together, show slide # 4 and explain definitions</p>	
<p><b>Risk and Protective Factors: Foundations for Preventing Harm</b></p> <p>Check that everyone is happy with the concept of 'harmful outcomes' and if necessary, explain that harmful outcomes for children refers to types of harm to children, as outlined CPMS Pillar 2. Children could therefore:</p> <ul style="list-style-type: none"> <li>• Have suffered/suffer from an injury</li> <li>• Have suffered/suffer physical or emotional maltreatment</li> </ul>		<p>20 min</p>

- Have survived sexual and gender-based violence
- Have suffered/suffer from mental health issues and/or psychosocial distress
- Have been associated/be associated with armed forces and groups
- Have been involved /be involved in child labour
- Be unaccompanied or separated from caregivers

Divide participants into small groups of 3 to 5 people. Distribute to each group the following three words written on stickers or cards:

- Risk factors
- Threats
- Vulnerabilities
- Protective factors

Provide the groups with the following definitions (on separate cards or slips of paper).

- *Are threats and vulnerabilities that increase the probability of a harmful outcome.*
- *Exist in a child's environment and could include armed conflict where the child lives, insecure accommodation arrangements, displacement, neglect, exploitation or violence against children.*
- *Are traits or experiences that make a person or a particular subgroup in a population more susceptible to a threat (e.g. ethnicity, developmental delays, being out-of-school, etc.).*

Prepare breakout rooms of 4 participants.

Paste the task instructions into the chat:

*Match each term with the correct definition*

Provide link(s) to the virtual whiteboard with the terms and definitions and launch the breakout rooms.

Monitor activity progress on the whiteboards and circulate between the breakout rooms as needed.



Take some suggestions and then show the video: Why invest in primary prevention?

Invite reflections from the group and add any missing points:

- CPHA actors are implementing secondary and tertiary prevention however insufficient investment has been made in programming that aims to prevent harm to children at the population level.
- Addressing this gap will lead to greater gains to protecting children during a crisis.
- Primary prevention seeks to prevent harm before it can occur by addressing 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 service.
- Investment in primary prevention is essential to ensuring accountability to children and the centrality of protection within humanitarian efforts by reducing the occurrence of harmful outcomes in the long term.

Summarise that 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 stakeholders;
- Improving the sustainability and long-term impact of humanitarian responses; and
- Increased cost-effectiveness of child protection and broader humanitarian interventions.

<p><b>Ask:</b> Will prevention eliminate the need for response?</p> <p>Take some suggestions then confirm that: Prevention approaches are likely to reduce, but will not eliminate, the need for effective referral, responsive and remedial services. Experience in non-humanitarian contexts has shown that a shift to primary prevention approaches may initially increase the need for response services as awareness and reporting of child protection issues in a community grows.</p>		
<p><b>Wrap up</b></p> <p>Recap the key learning points and close the session.</p>		3 mins

## 7. ADDITIONAL RESOURCES

---

### Prevention Activity Cards:

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

### 3 Levels of Prevention - Sorting Activity Solution:

Level	Examples (non-exhaustive list)
<b>Primary Prevention</b>	<p>Primary prevention activities seek to prevent harmful outcomes before they can occur by addressing their root causes among the population.</p> <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>	<p>Secondary prevention activities are intended to address a specific threat and/or vulnerabilities of children identified as being at a high risk of harm.</p> <ul style="list-style-type: none"> <li>• Group or individual life-skills sessions for adolescents identified as being at risk of harm.</li> <li>• Case management for children at imminent or increased risk of a harmful outcome.</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 a 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 the reoccurrence of harm and long-term negative impacts and are often delivered together with remedial and responsive actions after a child has already experienced a type of 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>
--	---

### Risk and Protective Factors - Foundations for Preventing Harm:

Term	Definition
<b>Risk factors</b>	Are threats and vulnerabilities that increase the probability of a harmful outcome.
<b>Threats</b>	Exist in a child's environment and could include armed conflict where the child lives, insecure accommodation arrangements, displacement, neglect, exploitation or violence against children.
<b>Vulnerabilities</b>	Are traits or experiences that make a person or a particular subgroup in a population more susceptible to a threat (e.g. ethnicity, developmental delays, being out-of-school, etc.).
<b>Protective factors</b>	Reduce the probability of a harmful outcome and support well-being. This includes capacities to mitigate specific threats in a child's environment.

# Prevention Framework

## Session Title: Prevention Guiding Principles (45 minutes)

### 1. OBJECTIVES:

---

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

- List nine 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
  - Engage and advocate with stakeholders

### 3. SESSION OUTLINE:

---

Topic	Methodology	Time
Session Introduction	Trainer Input	2 min
9 Guiding Principles	Plenary Exercise	10 min
Principles in Practice	Small Group Discussion and Plenary Feedback	30 min
Wrap up	Trainer Input	3 min

### 4. PREPARATION REQUIRED:

---

- *Read and familiarise with section 3.0 Principles for Effective CPHA Prevention Interventions of the [Primary Prevention Framework](#).*
- Prepare flipchart sheets in advance, each displaying two of the nine principles to be assigned to a group (f2f) / Add two of the nine principal headings or icons to each page/board of a virtual whiteboard (two per page, across four boards (remote)).

### 5. MATERIAL REQUIRED:

---

- 9 principles on flipchart / 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>		2 mins
<p><b>9 Guiding Principles</b></p> <p><b>Explain:</b> There are nine guiding principles for effective CPHA prevention initiatives. These principles should be applied throughout prevention programming, from preparedness through to evaluation and learning.</p> <p>Show slide # 6 and read through the names of the 9 principles.</p> <p><b>Instructions:</b> Explain that you will share some examples of how the principles might look in practice. The participants should consider each one and identify which principle it relates to:</p> <p>One by one read the following examples</p> <p><b>Identify risk and protective factors across the socio-ecological levels (individual, family and relationships, community, society and regional/international levels.)</b></p> <p>(Address multiple levels of the socio-ecology)</p>	<p>Show slide # 6</p>	15 mins

**Share the results of evaluations on the effectiveness of prevention interventions with all relevant stakeholders.**

(Measure outcomes)

**Identify risk and protective factors with children, families, communities, and other local stakeholders. While there might be overlap between risk factors across contexts, each context will likely have a unique combination of factors.**

(Be context specific)

**Ensure prevention interventions are developmentally appropriate to the age of the children targeted.**

(Be child-centred and inclusive)

**Work, where possible, with development actors, government structures, and local authorities responsible for child welfare and well-being throughout the program cycle.**

(Bridge development and humanitarian systems)

**Engage communities and families in strengthening existing protective mechanisms and addressing risk factors identified.**

(Facilitate community ownership)

**Ensure protective factors are identified along with risk factors during assessments.**

(Use a strengths-based approach)

One by one share the following examples in the chat and ask participants to respond in the chat with the number of the relevant principle.

<p><b>Conduct mapping and analysis to identify key stakeholders and determine how to engage them to prevent harmful outcomes.</b></p> <p>(Engage and advocate with stakeholders)</p> <p><b>Compile and analyse existing data on child well-being and harmful outcomes in all multi-sector assessments and monitoring systems.</b></p> <p>(Use a holistic, multi-sectoral approach)</p> <p>Note that there are more examples available for each principle, within the framework.</p>		
<p><b>Principles in Practice</b></p> <p><b>Instructions:</b> Explain that participants will now reflect more specifically on how these <b>prevention guiding principles</b> apply in their own work. Each group will be assigned <b>two principles</b> and asked to <b>discuss</b> the following:</p> <ul style="list-style-type: none"> <li>• Examples of how they are applying this principle in their prevention work.</li> <li>• Ideas for new and additional ways to apply the principle in prevention programming.</li> </ul> <p>Each group should nominate a rapporteur who will summarise the discussion when we come back to plenary. Allocate two principles to each group</p> <p>Allow 15 minutes for discussion. Bring the group back together and ask for feedback from each group in turn.</p>	<p>Prepare four breakout rooms.</p> <p>Provide a link to the whiteboards where notes can be taken by each group</p> <p>Remind groups to remember which breakout they are invited to and go to the corresponding whiteboard.</p>	<p>30 mins</p>

<p><b>Wrap up</b></p> <p>Recap the key learning points and close the session.</p>		<p>3 mins</p>
---	--	---------------

# Prevention Framework

## Session Title: Integrating Prevention into Programme Cycle Management (90 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 AA and preparedness plans.
  - Advocate for and invest in primary prevention actions pre-crisis, and as part of AA interventions.
  - Take early action to prevent harm before a crisis happens.
  - Map and engage with key stakeholders in target locations.

- **Assessment and Situation Analysis:**
  - Gather existing information from multi-sector sources on harmful outcomes to children in the 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.
- **Design and Planning:**
  - Be strategic in selecting the risk and protective factors that will have the most impact and are feasible to address.
  - Develop a contextualised theory of change to prevent harm based on the identified risk and protective factors.
  - Design population-level approaches to address risk and protective factors at multiple levels of the socio-ecology.
  - Identify result level outcomes and indicators that measure changes in risk and protective factors.
- **Implementation and Monitoring:**
  - Implement the primary preventive program in coordination with all sectors involved.
  - Monitor for changes in risk and protective factors during implementation.
  - Adapt prevention interventions based on monitoring data.
- **Evaluation and Learning:**
  - Evaluate changes in result-level outcomes.
  - Evaluate changes in impact indicators.
  - Share learnings on prevention effectiveness and cost-benefit analyses.

### 3. SESSION OUTLINE:

Topic	Methodology	Time
Session Introduction	Trainer Input	2 min
Key Actions for Primary Prevention	Sorting Activity	30 min
Key Actions Programming Examples	Case Studies Group Work	40 min
Wrap up	Trainer Input	15 min

#### 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 2-3 copies of the case studies (f2f), single sided / Add the case studies to a shared folder and add the link to the producer notes (remote).

#### 5. MATERIALS 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 mins
<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:</p>	<p>Prepare breakout rooms of 4 participants.</p> <p>Share links to the pre-prepared virtual whiteboards for the activity.</p>	30 mins

<p>Preparedness, Needs Assessment and Situation Analysis, Design and Planning, Implementation and Monitoring, Evaluation and Learning (show slide 7 and 8). 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 review using slides # 9 to 13.</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>Share slide # 7 and 8</p> <p>Launch the breakout rooms and circulate between them to support.</p> <p>Close the breakouts.</p> <p>In plenary share screen and review using slides # 9 to 13</p>	
<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 additional resources section. Ask the participants to read through the</p>	<p>Prepare breakout rooms and share link to template with programming examples and statements</p>	<p>40 mins</p>

<p>examples and statements provided and discuss within the group to which PCM step the described intervention relates and which key action is highlighted. Allow 25 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>Launch the breakout rooms and circulate between them to support.</p> <p>Close the breakouts</p>	
<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>	15 mins
<p><b>Wrap up</b></p> <p>Recap the key learning points and close the session.</p>		5 mins

## 7. ADDITIONAL RESOURCES

---

### Programme Cycle Management Activity Cards

<b>Preparedness and Anticipatory Action</b>
<b>Assessment and Situation Analysis</b>
<b>Design and Planning</b>
<b>Implementation and Monitoring</b>
<b>Evaluation and Learning</b>

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 AA and preparedness plans.
Advocate for and invest in primary prevention actions pre-crisis, and as part of AA interventions.
Take early action to prevent harm before a crisis happens.
Map and engage with key stakeholders in target locations.

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

Be strategic in selecting the risk and protective factors that will have the most impact and are feasible to address.

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

Design population-level approaches to address risk and protective factors at multiple levels of the socio-ecology.

Identify result level outcomes and indicators that measure changes in risk and protective factors.

Implement the primary preventive program in coordination with all sectors involved.

Monitor for changes in risk and protective factors during implementation.

Adapt prevention interventions based on monitoring data.

Evaluate changes in result-level outcomes.

Evaluate changes in impact indicators.

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. 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 organised 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>
<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</p>	<p>Assessment and Situation Analysis - Gather existing information from multi-sector sources on harmful outcomes to children in the context</p>

<p>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 labour, with food insecurity as a risk factor for child labour.</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 labour.</p> <p>Sending children to eat with neighbours or even sending children to live with family or neighbours 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><b>Example: Integrated primary prevention approach in Yei, South Sudan</b></p> <p>Primary preventive approaches are not only multi-sectoral but necessarily integrated, with all sectors contributing to a common outcome. The sectors involved in primary prevention interventions will depend on the main risk and protective factors identified but may include health, education, livelihoods and/or food security. The following is an example of an integrated approach that was designed as part of the prevention pilots:</p> <p>The Risk and Protective Factor ranking exercise Plan International conducted in Yei found that lack of access to quality education and lack of household livelihoods were two key risk factors for both child labour and CEFM. The exercise also found that having a supportive family environment was a key protective factor. With this information in hand, Plan International’s child protection, education, and livelihoods teams came together to design a primary prevention project to prevent child labour and CEFM in Yei. The resulting project, while having a child protection focused goal, was primarily composed of education in emergencies and livelihood activities, including developing action plans to protect and rebuild livelihood assets, forming village savings and loans (VSLA) groups, supporting schools to adopt interactive teaching methods, and door-to-door school enrolment campaigns. The only traditionally child protection-focused activity included was positive parenting courses. However, the project overall sought to prevent harmful outcomes to children through achieving the education and livelihood objectives.</p>	<p>Design and Planning - Design population-level approaches to address risk and protective factors at multiple levels of the social ecology.</p>

**Example: Tackling the root causes of sexual and gender-based violence to girls in Northeastern Nigeria**

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.

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 organisations 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.

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 organisations, 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.

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 finalise 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

Implementation and Monitoring - Adapt prevention interventions based on monitoring data.

<p>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 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>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 centres 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, 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 prioritise risk factors that had the most impact on family separation and design interventions to reduce those risks in the population.</p>	<p>Assessment and Situation Analysis - Determine if any sub-population groups may need to be prioritised in prevention efforts.</p>

# Prevention Framework

## Session Title: Challenges and Opportunities of Prevention Programming in CPHA (30 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, meaningful gains in prevention work can still be made. Some examples include:
  - Address gaps in capacity and infrastructure needs that will improve existing services.
  - Identify immediate prevention actions that will stop harm in the short term.
  - Conduct data collection on risk and protective factors for harmful outcomes in the context to inform future programming and identify where early intervention can be increased.

- Every humanitarian context is different and undertaking social norms changing interventions needs to be considered carefully with possible risks evaluated for the specific context. Social norms and behaviour change require time and extensive participation and may be difficult or even harmful where there is a lack of or unstable access to populations, population movement or insecurity. It may also require multi-pronged approaches including changes to laws and policies alongside engagement with the public or other key targets, which may not be possible in a humanitarian crisis. Additionally, appropriate work on social norms is dependent on community-driven approaches.
- 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. Result outcomes can be either short-term results or longer term, depending on the stage of the humanitarian crisis.

### 3. SESSION OUTLINE:

---

Topic	Methodology	Time
Session Introductions	Trainer Input	2 min
Identifying Opportunities	Carousel	15 min
Debrief	Plenary	10 min
Wrap up	Trainer Input	3 min

### 4. PREPARATION REQUIRED:

---

- *Read and familiarise 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 mins
<p><b>Identifying Challenges and Opportunities</b></p> <p><b>Explain:</b> The Prevention Framework highlights four areas which commonly challenge prevention programming in CPHA. Introduce these:</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</p>	<p>Prepare four breakout rooms.</p> <p>Show the virtual whiteboard and explain that it has a page for each challenge. Groups should discuss all four</p>	15 mins

<p>that they have 10 minutes to come up with opportunities and ideas to overcome challenges and implement or promote prevention programming</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, each time after 5 minutes . Allow 5 more minutes at the final flipchart, then bring the exercise to a stop.</p>	<p>challenges and add their ideas to the relevant page of the board.</p> <p>Share the link to a virtual whiteboard.</p>	
<p><b>Debrief</b></p> <p>Invite the participants assigned to report back to present one or two key opportunities identified in their discussion. Complement with any additional points from the Prevention Framework.</p>	<p>Screen share the virtual whiteboards during the feedback.</p>	<p>10 mins</p>
<p><b>Wrap up</b></p> <p>Recap the key learning points and close the session.</p>		<p>3 mins</p>

# Prevention Framework

## Session Title: 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

---

Tools and Annexes complementing the CPHA Primary Prevention Framework include:

- **Primary Prevention Framework – Monitoring and Evaluation Addendum:** Addresses the unique challenges of monitoring and evaluating primary preventative approaches in humanitarian settings, which emphasises identifying and addressing risk and protective factors to avert harmful outcomes for children before they occur.
- **Annex 1: Examples of common risk and protective factors:** Provides examples of common risk and protective factors across the socio-ecological model and is a key tool when providing training on primary prevention.
- **Annex 2: Suggested actions to integrate the prevention principles into the program cycle:** This annex provides guidance on how to integrate the nine key prevention principles into each step of the program cycle.

- **Annex 3: Example logical framework for a primary prevention CPHA program:** Is a simple logical framework for a primary prevention program seeking to prevent the recruitment of children by armed groups. It includes sample activities, indicators and outcomes.
- **Annex 4: Risk and protective factor prioritization tool:** This tool facilitates the prioritization of risk and protective factors identified in a given context.
- **Annex 5: Summary of evidence-based CPHA prevention approaches:** Suggests evidence-based approaches for addressing risk factors and preventing harmful outcomes.
- **Annex 6: One pager on what is primary prevention for multi sectoral actors:** Provides a short explanation of primary prevention and why it is important for other humanitarian sectors.
- **Annex 7: Orientation session for external stakeholders:** Is a short presentation targeting various audiences, including coordination groups as well as internal stakeholders and external stakeholders.
- **Annex 8: Primary prevention design flowchart:** Is a visual depiction of the process one should follow to move from selecting a harmful outcome to designing a primary prevention program.
- **Annex 9: Monitoring and evaluation framework:** Includes a sample logical framework with objectives, activities and indicators for a primary preventive approach as well as a monitoring and evaluation plan
- **Annex 10: Key advocacy messages:** These advocacy messages can be used by CPHA actors for internal and external advocacy efforts.

### 3. SESSION OUTLINE:

---

Topic	Methodology	Time
Session Introductions	Trainer Input	2 min
Available Resources	Trainer Input	5 min
Key Takeaways	Plenary Activity	15 min
Course evaluation	Individual Activity	5 min
Closing	Trainer Input	3 min

#### 4. MATERIAL REQUIRED:

---

- Flipcharts and markers / Virtual whiteboard

#### 5. 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 mins
<p><b>Available Resources</b></p> <p>Introduce the resources that are available to support prevention programming in CPHA by presenting slides from #13 and #14.</p>	<p>Present slides from # 13 to # 14</p> <p>Share screen and show how to find these resources on Alliance website.</p>	5 mins
<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 mins

<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>	<p>5 mins</p>
<p><b>Closing</b></p> <p>Thank the participants for their engagement and close the course.</p>		<p>3 mins</p>