



Annex 1: Learning Needs Analysis on the Intersectionality of Child Protection in Humanitarian Action and the Climate Crisis - Methodology

Evaluation Questions and Methodology

Now and for decades to come, climate change will exacerbate child protection risks and threats to the safety, mental health, and psychosocial well-being of children, resulting in intergenerational impacts that will deepen existing inequities. Climate change will contribute to increased conflict, displacement, food insecurity, financial hardship, and structural violence; as well as more drive frequent and intense drought, heat waves, floods, fires, and other climate-related disasters.

Child Protection, Climate Crisis and Climate Justice together have been identified as a crucial intersecting area for the Alliance to explore. The Alliance recognises that achieving a future for children that is free of violence, and where their rights, protection, and well-being are assured, is inextricably linked to addressing the climate crisis. Therefore, there is an urgent need to invest in foundational and exploratory steps to better understand the impact of the climate crisis on children in humanitarian settings, as well as the effects of the climate crisis on our ways of working as a sector.

From May to August 2024, the Alliance's Learning and Development Working Group, with the support of the Group of Friends on Climate Change and Child Protection, conducted this learning needs analysis to further understand how the climate crisis impacts child protection in humanitarian settings, how child protection practitioners and organisations are already responding to these impacts, and what knowledge and skills are required by both child protection in humanitarian action practitioners, and climate colleagues, to better implement strategies and interventions that enhance the safety, well-being, and protection of children during climate change induced crises.

The learning needs analysis seeks to address the following questions:

- How is the climate crisis impacting child protection, and the work of CPHA practitioners?
- In what ways are CPHA practitioners, and the sector more broadly, already responding to the intersectionality of CPHA and the climate crisis??
 - How are CPHA actors adapting programming in response to climate crises?
 - How are CPHA actors supporting child-led or child-focused advocacy on the climate crisis and environmental protection?
- What knowledge and skills do CPHA practitioners need to protect children in, or at risk of, climate-related crises?
- What learning resources are already available to strengthen existing knowledge and skills?
- What are the gaps and priority learning needs for CPHA practitioners?



To answer these questions, a mixed methods approach was used including a desk review, an online survey and focus group discussions.

Documents included in the desk review met the following criteria:

- Focus on climate-driven crises in humanitarian settings.
- Developed by a child focused organisation, or contain content relevant to CPHA sector.
- Published between 2020 and 2024.

Primary data was collected through an online survey in May 2024, which was available in Arabic, English, French, and Spanish. A total of 116 responses were received. The survey questions can be found at the end of this document.

Focus Group Discussions (FGDs) were conducted between May and July, with the majority conducted before the Alliance’s June 2024 Annual Meeting on Child Protection in Humanitarian Action. An in-person session at the Annual Meeting provided an additional platform and opportunity to share and validate preliminary results emerging from the survey and FGDs.

Six FGDs were conducted. A further five stakeholders were consulted in writing via email, and four practitioners shared examples from their work via the CPHA Community of Practice. Voluntary response sampling was used due to the time and resources available for the analysis.

Respondent profiles

In total, 185 contributions to the primary data collection were received, through the survey (108 respondents), FGDs (26 participants), Community of Practice thread and other written inputs (9 inputs), and during the in-person session at the Alliance’s 2024 Annual Meeting (42 respondents).

Primary data inputs, by tool

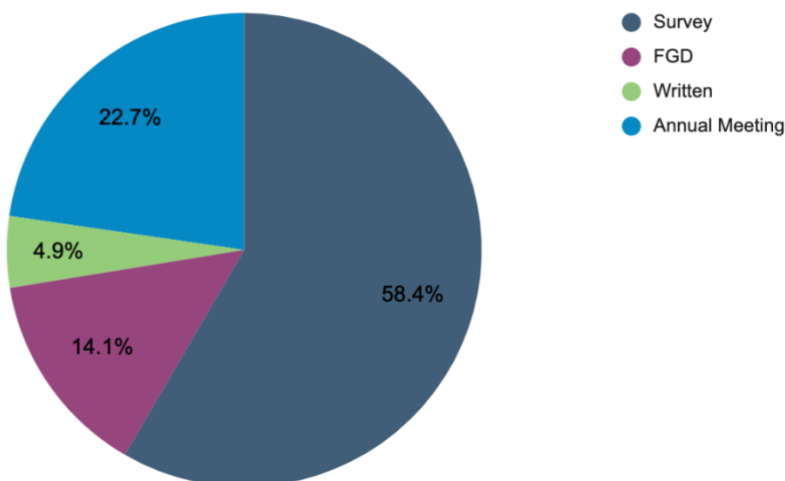


Figure 1: Source of primary data inputs



These contributions span at least 39 countries* and represent practitioners from international NGOs, national and local NGOs, UN agencies, the Red Cross Red Crescent movement, the private sector, donors, coordination groups, governments, academia and 'other' (independent humanitarian consultants).

Respondents by organisation type

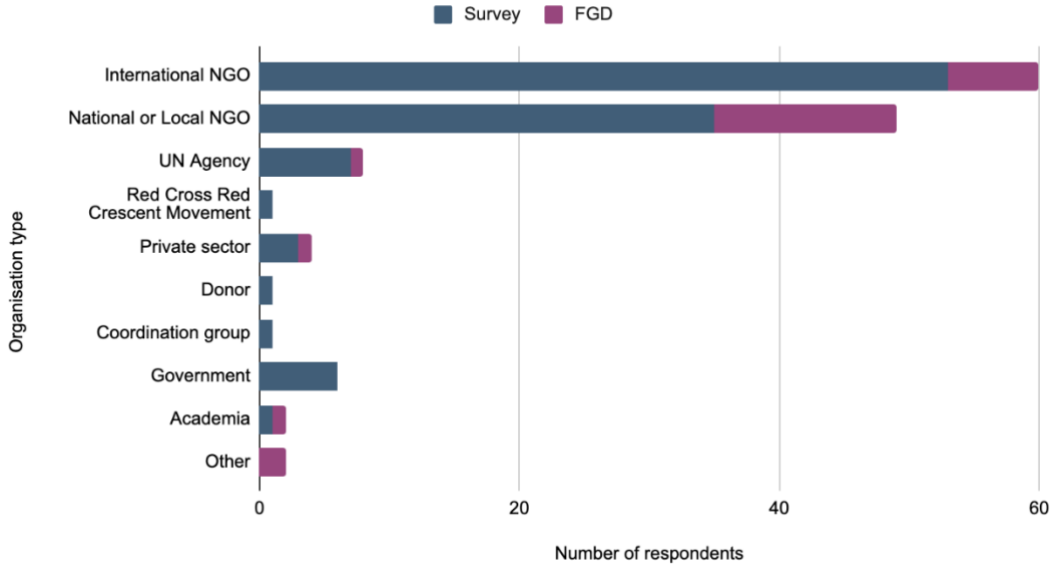


Figure 2: Survey respondents by organisation type

*Inputs from the “Protecting Children Amidst the Climate Crisis - learning needs and urgent actions” session at the Alliance’s 2024 Annual Meeting were collected anonymously via Mentimeter, so country data for these is not available. It is reasonable to assume additional countries were represented, due to the high proportion of Latin America and Caribbean region (LAC) colleagues present at the session and the low representation of LAC practitioners in other primary data collection methods.

Survey respondents, years of experience

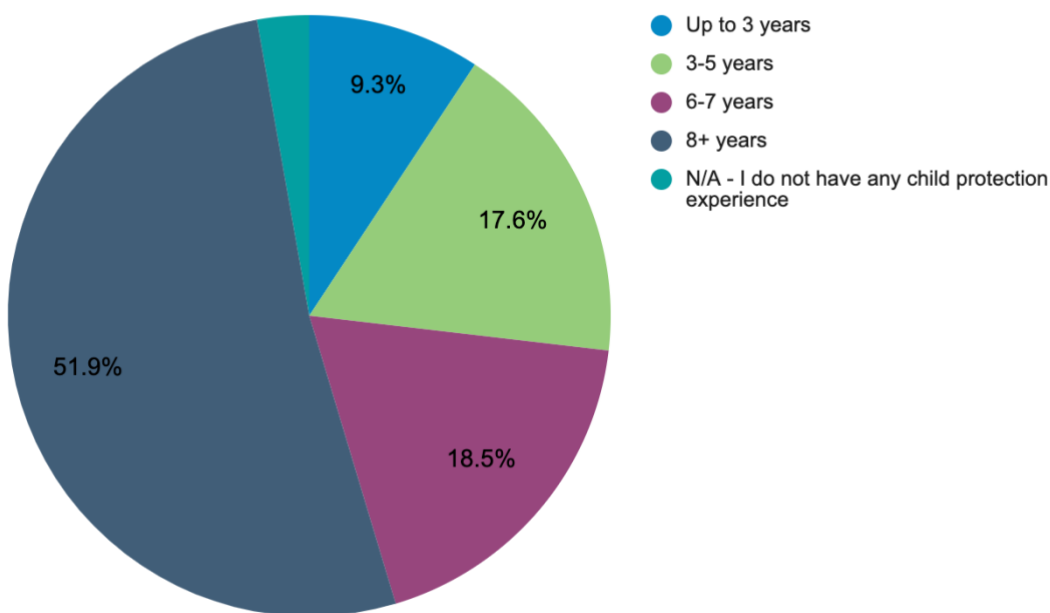


Figure 3: Survey respondents by years of experience



The survey data reveals a highly experienced cohort of respondents from the field of child protection, with a majority (51.9%) possessing over eight years of experience in humanitarian or development settings. This is complemented by 18.5% of respondents with 6-7 years of experience, 17.6% with 3-5 years, and a smaller segment (9.3%) with up to 3 years of experience.

The predominance of senior professionals among the respondents underscores the depth of expertise and insight informing the survey's findings. Their extensive experience indicates that the observations and recommendations derived from this survey are rooted in substantial on-the-ground knowledge and a deep understanding of the complexities surrounding child protection in various contexts.

This experienced demographic profile highlights the urgency for decisive action, particularly at the intersection of child protection and climate-driven emergencies. The most experienced practitioners' perspectives emphasise that the threats posed to children by climate-related events are not hypothetical but are pressing realities that demand immediate and informed responses.

Limitations

The limited time and resources available to conduct the learning needs analysis meant that targeted and voluntary response sampling was required. This has resulted in uneven representation of some regions and organisation types in the data available.

There is an overall lack of responses from the LAC region despite making the survey available in Spanish, offering two dates for FGDs in Spanish, and disseminating these opportunities through the Spanish CP AoR helpdesk. Most of the responses from the Mentimeter poll conducted during the validation workshop ("Protecting Children Amidst the Climate Crisis - learning needs and urgent actions") in Panama could primarily reflect the perspectives of practitioners within the region. Additionally, four practitioners from Colombia, Guatemala, El Salvador, and Venezuela contributed their insights by submitting responses to the focus group discussion questions via email.

Most responses are from NGOs, although international, national and local are represented. Limited responses from UN, the Red Cross Red Crescent movement, government, donors or other stakeholders are included in the primary data findings.



Learning Needs Analysis Online Survey Questionnaire

Now and for decades to come, climate change will exacerbate child protection risks, threatening the safety and mental health and psychosocial well-being of children. As climate impacts, including more frequent and intense drought, heat waves, floods, fires and other severe weather events and climate disasters increase, so too conflict, displacement, food insecurity, financial hardship, and structural violence will intensify. Climate events are also likely to deepen existing inequities along intergenerational lines.

Child Protection, the Climate Crisis and Climate Justice together have been identified as an essential overlapping area for the Alliance to explore¹. The Alliance recognises that achieving a future for children that is free of violence, and where their rights, protection, and well-being are assured, is inextricably linked to addressing the climate crisis.

This survey is primarily designed to conduct a learning needs analysis to identify gaps, priorities, and opportunities for enhancing knowledge, skills, and capacities on the intersectionality between child protection in humanitarian action and the climate crisis as the stepping stone to design an appropriate learning pathway in the future.

The Alliance is undertaking a learning needs analysis as part of sectoral inter-agency capacity strengthening efforts.

The survey will take approximately **20** minutes to complete. Thank you for taking the time to complete this survey and contribute to this important piece of work.

Informed Consent

Completing this survey is voluntary. All your answers will remain confidential. Responses will be compiled anonymously and not attributed to you as an individual or to your organisation. Survey responses will be compiled and analysed in a report for use by the Alliance and used with its members.

If you agree to participate, please continue to the next page.

Survey Participant Details

1. In what country are you based?

0. Which of the following best describes the organisation you currently work for:

- Government
- International NGO
- National NGO
- UN Agency
- Other: Please specify



0. Name of organisation and position:

0. How many years of experience do you have working in child protection in humanitarian action or child protection in development?

- <3 years
- 3-5 years
- 6-7 years
- 8+ years
- n/a – I do not have any child protection experience

Q1

Based on your experience, what do you consider to be the three (3) main impacts of climate crises on the protection of children in your context

- 1.
- 2.
- 3.

Q2

Have you adapted CPHA activities as a consequence of climate crises?

Yes

No

If yes - Please provide a summary of how you are doing this.

If no - What barriers are preventing you from doing so?

- Not an organisational priority
- Lack of funding for activities on this theme
- Lack of knowledge on how to do this
- Lack of staff with relevant skills to implement such programmes
- Not relevant to the context
- Other (please specify)

Q3

Do you know how CPHA programming can contribute to Anticipatory Actions?

Yes

No

If yes, please provide an example:



Q4

Have you been supporting child-led or child-focused advocacy on the climate crisis?

- Yes
- No

If yes how

Q5

In your opinion, what are the main knowledge and skills required by CPHA practitioners to address child protection in humanitarian actions programmes in the context of climate crisis?

Q6

Are you aware of the impact of CPHA interventions on climate and environment? And are you taking any actions to mitigate these?

Q7

Are you aware of any recent capacity strengthening activity (training online or face-to-face, e-courses, massive open online courses and others) on child protection and climate crises intersectionality? If yes, please share what details you can - if possible, please include name, location, content, contact person, and url, if available.

Q8

Do you have any other comments or feedback for us?

Q9

Are you interested in receiving the final report of this research and learning more about the programme in general?

If yes, please provide your email address in the text below.

Q10

Would you be interested in taking part in a Focus Group Discussion on this topic?

- Yes
No

If yes, please provide your email address in the text below.

Thank you for taking the time to complete this survey!



Learning Needs Analysis Focus Group Discussion Questionnaire

Date		Facilitator/s	
Name	Organisation	Title	Location (City and Country)

#	Questions	Follow-up
1	Are climate crises relevant in your contexts (Please explain why)	
2	Have climate crises impacted the lives of children in your contexts? If yes, how?	
3	Are all children affected in the same way by environmental degradation and/or climate change? (Children with disabilities, boys and girls, children from minority groups. How are children living in rural areas affected compared to those in cities?)	
4	What challenges do frontline workers face in addressing child protection issues exacerbated by climate change?	
5	How have you adapted child protection in humanitarian action activities as a consequence of climate change?	<p>In your experience, what role can frontline workers play in addressing child protection needs caused by climate change, and what can they do in cooperation with other sectors?</p> <p>Do you include climate change induced crises when you carry out a children's rights situation analysis or a context and risk analysis? Are these activities included in project proposals ?</p>
6	How do you describe your organisation's current approach to child protection and the climate crisis?	What are your thoughts on potential improvements or changes regarding child protection and climate change induced crises



7	Are you aware of what anticipatory action means in child protection in humanitarian action?	If yes, could you give an example?
8	Could you describe ways to support child-led or child-focused advocacy on the climate crisis and environmental protection?	If yes, could you give an example? Is the impact of environmental degradation on children a concern raised by children themselves? Do you support teenagers' climate initiatives? What works? How do you engage with the most marginalised or minority groups?
9	Do you think CPHA interventions have a negative impact on the environment? If yes, please elaborate. If no, please explain why not.	How so? How can we mitigate these impacts?
10	What types of Learning Tools have you found most beneficial on the intersectionality between CP and Climate crises ? When we say learning tools we are thinking of trainings face to face and online, e-courses, massive open online courses and others.	What areas of training do you feel are lacking? Were there any other learning tools that you found useful? Are there child-friendly materials, support for child/youth initiatives, capacity-building in collaboration with child-led groups?
11	In your opinion, what key knowledge and skills are required by CPHA practitioners to address the intersectionality of CPHA and the climate crisis?	
12	Are there any key regional or global documents you would recommend/can share?	
13	Do you have any questions, or is there anything else you'd like to share with us?	

ⁱ The Alliance for Child Protection in Humanitarian Action. 2021-2025 Strategy, The Centrality of Children and their Protection: A Clarion Call. (2021)