

2021 Annual Report Presentation



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION





THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

- **The Alliance for Child Protection in Humanitarian Action (the Alliance)** is a global network that facilitates inter-agency technical collaboration on child protection in all humanitarian contexts.
- The Alliance sets **standards** and produces **technical guidance** for use by the various stakeholders, especially child protection practitioners working in humanitarian action.
- In 2021, the Alliance marked its **5 anniversary** since its establishment in 2016.
- **UNICEF** co-leads the Alliance, with a rotating NGO. In December 2021, **Plan International** has successfully completed its term as the co-lead of the Alliance since 2019. **World Vision International** succeeded to the position of co-lead from 2022.



THE ALLIANCE
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Working Groups, Task Forces and Initiatives

Working Groups

Advocacy
Working
Group (AWG)



Assessment,
Measurement and
Evidence Working
Group (AME WG)



Child Protection
Minimum Standards
Working Group
(CPMS WG)



Learning and
Development
Working Group
(L&D WG)



Task Forces

Case Management
Task Force (CM TF)



Child Labour Task
Force (CL TF)



Children Associated
with Armed Forces
and Armed Groups
(CAAFAG TF)



Community Level
Child Protection
Task Force (CCP TF)



Family
Strengthening
Task Force(FSTF)



Unaccompanied and
Separated Children
Task Force(UASC TF)



+ (Cash and Child Protection Task Force –to be reactivated in 2022)

Initiatives

Child Protection in Humanitarian Action -
Education in Emergencies collaboration

Prevention Initiative

Protection of Children in during the COVID-
19 Pandemic (Completed activities by 2021)

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Secretariat



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Key achievements in 2021: Outreach

- By the end of 2021, the Alliance had **19 core members** and **155 general member organizations**.
- The Alliance produced key guidance and tools on CPHA and shared them through newsletters, website and social media, including Twitter, Facebook and LinkedIn.
- In 2021, a total of **181,306 users** from **223 countries and territories** visited **500,688 pages** on the Alliance website.



The Alliance Website:

More than **181,000** users from 223 countries and territories



The Alliance Newsletter:

More than **6,300** subscribers



Facebook:

More than **14,000** followers
Reached approx. **699,000** people



Twitter:

More than **2,300** followers
Reached approx. **450,000** people



LinkedIn:

More than **5,000** followers
Reached approx. **120,000** people



Youtube:

More than **1,600** subscribers
Reached approx. **93,000** views

Key achievements in 2021: Annual Meeting

- The **2021 Virtual Annual Meeting** was successfully implemented during October 4-8 with the theme of “**Preventing Harm to Children**”.
- Over **92** abstracts were received and over **1,600** people from over 130 countries registered to the 2021 Annual Meeting. Total of **679** people participated in the Annual Meeting, which has been a new record for the Annual Meeting.
- Day 3 of the meeting was dedicated to the launch of the Alliances’ new five-year Strategy (2021-25).
- Day 5 of the meeting was dedicated to the Climate Crisis, Climate Justice and Child Protection.

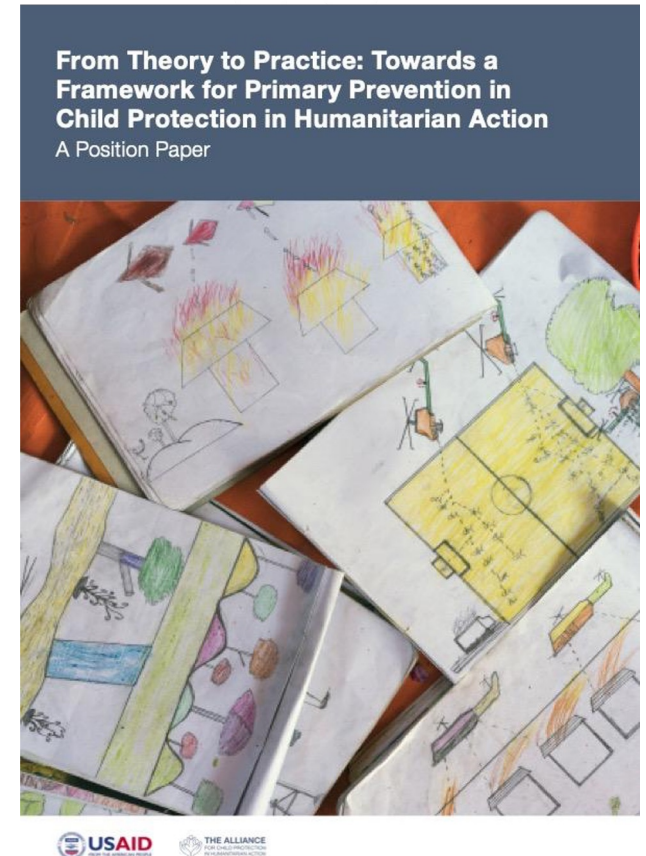


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Key achievements in 2021: Prevention Initiative

- In 2021, the Alliance has released **key resources on the prevention initiative** including:
 - From Theory to Practice: Towards a Framework for Primary Prevention in Child Protection in Humanitarian Action A Position Paper
 - Understanding Risk and Protective Factors in Humanitarian Crises
 - Evidence Brief: Why Identifying Risk and Protective Factors is a critical Step in Prevention Programming
 - Identifying and Ranking Risk and Protective Factors: A Brief Guide
 - Prevention Framework: Desk Review Synthesis



Key achievements in 2021: COVID-19 Initiative

- In 2020 - 2021, the **Alliance developed various technical notes and resources** related to the **protection of children during the COVID-19 pandemic** that have received more than **207,732 views** on the Alliance website.
- One key document was the **Technical Note on Protection of Children during the COVID-19 Pandemic** which was translated into **19 languages**.
- The related **CP & COVID-19 Webinar Series** has received **56,059 views** via Zoom, Facebook Live and the COVID-19 and CP YouTube Playlist, with select webinars available in French, Spanish and Arabic.
- To close the project, the Alliance conducted an **assessment** to measure the **effectiveness, suitability, and reach** of The Alliance's COVID-19 activities.



Key achievements in 2021: CPHA-EiE Initiative

- The Alliance continued its partnership with **INEE** and promoted inter-sector coordination between CPHA and EiE sectors.
- **Position Paper: Collaboration Across Child Protection in Humanitarian Action and Education in Emergencies** was released in February 2021, setting out the evidence supporting collaboration and integration between the sectors and providing a rationale for cross-sector work grounded in child well-being and holistic development.
- The Alliance and INEE jointly published an evidence paper: **No Education, No Protection: What school closures under COVID-19 mean for children and young people in crisis-affected contexts.**

POSITION PAPER

COLLABORATION ACROSS CHILD PROTECTION IN HUMANITARIAN ACTION AND EDUCATION IN EMERGENCIES

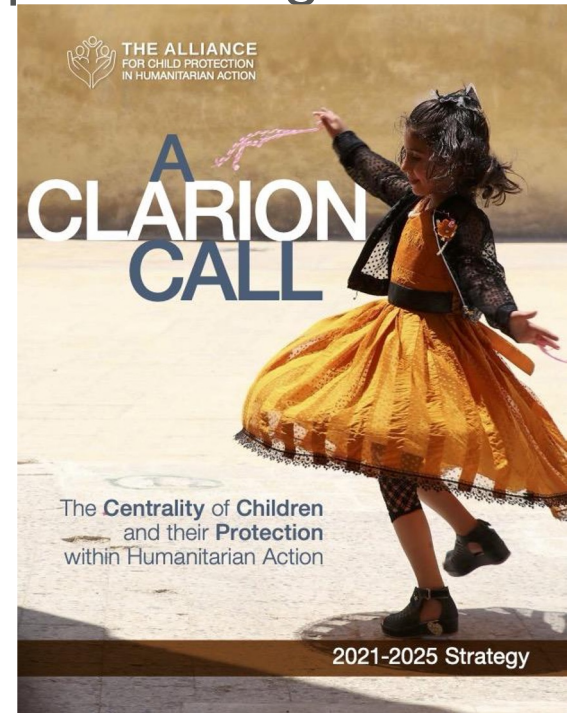


Key achievements in 2021: Strategy

- **The Alliance Strategy 2021- 2025: A Clarion Call-the Centrality of Children and their Protection within Humanitarian Action** has been developed through consultations with various stakeholders.

Overarching Goal: *“The centrality of children and their protection is recognised and prioritised as essential and life-saving across the humanitarian system”*, with four priority areas:

- 1) **Accountability to children**, including ensuring their meaningful participation,
 - 2) **Localization** – Transforming how child protection works in humanitarian action,
 - 3) **Multi-sector and integrated programming and collaboration,**
 - 4) **Prevention.**
- **2021-2023 work plan** has been developed to accelerate the implementation of activities which facilitate inter-agency technical collaboration on child protection in all humanitarian contexts.



Priority activities for 2022

- Accelerate **Strategy rollout**, especially on priority areas: 1) Accountability, 2) Localisation, 3) Multi-sector and integrated programming and collaboration, 4) Prevention
- Increase the **accessibility** and **reach** of Alliance products and materials with local actors
- Explore the Alliance's approach on **Climate Crisis Agenda**
- Implement recommendations from **the Alliance governance review**
- Enhance Alliance's **M&E mechanism**
- Strengthen **Learning & Development** works

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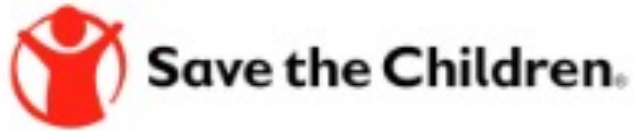
Working Groups & Task Forces



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Advocacy Working Group

Membership





Achievements



 Advocacy Working Group Strategy



2021 – 2025

- Building momentum
 - Updated ToR
 - New Advocacy Strategy
 - New Workplan
- Unprotected Report
- Supporting launch of Child Labour toolkit

Challenges & Lessons Learnt



- New members joining and regular meetings to build momentum and capacity
- New ToR and Strategy to set direction and align with individual agency efforts

Priorities for 2022



- **Raise profile and understanding of Child Protection**
- **Advocate** for the adoption and implementation of guidance and policy
- **Support cross-organisational action** in response to major threats to children's well-being

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The AME (Assessment, Measurement and Evidence) Working Group



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AME WG

Background

- The AME WG focuses on **building capacity** and **supporting field-based practitioners** on the use of assessment and measurement tools, such as the [Child Protection Rapid Assessment \(CPRA\)](#), indicator sets, in line with the revised [Minimum Standards for Child Protection in Humanitarian Action](#).
- The WG integrated CP indicators into tools related to multi-purpose grants, undertaking a best practice review of recruitment and capacity building for CP caseworkers, defining evidence-based practices in CPHA, and reviewing and synthesizing existing evidence on common risks and protective factors in humanitarian settings.

Key achievements in 2021 (1)

- 1) Review and synthesis of existing evidence on common risks and protective factors in humanitarian settings, linked to select child protection issues.
- 2) Development of a methodology for country level risk and resilience factor analysis.
- 3) Making existing research and evidence relevant to child protection in humanitarian action accessible to practitioners.

Key achievements in 2021 (2)

4) Mapping and dissemination of online capacity building modules on child protection assessment and measurement and analysis in humanitarian action.

→ *Example: The e-Learning course, prioritized by the CPHA practitioners, will be launched in 2022.*

5) Expansion of the Child Protection Minimum Standards (CPMS) measurement framework.

→ *Example: The CPMS Enhanced Indicators Table + Guidance was finalized.*



A BRIEF GUIDE

Selecting Child Protection
Minimum Standards Indicators for
Application in Programs, Projects,
or Humanitarian Response Plans

To contribute to stronger CPHA measurement, the AME WG developed:

- An enhanced Indicator Table to measure the Child Protection Minimum Standards
- A guide on how to select and contextualize indicators for programs, projects and humanitarian response plans

Key achievements in 2021 (2)

6) Technical support for the classification of child protection data

→ *Ongoing: consultant was hired to facilitate this work in 2022*

Key achievements in response to COVID-19

- COVID-specific work plan for 2021. Several activities and research topics were highlighted, however, funding for these activities has not been identified.
- The COVID-19 Team produced an evidence synthesis on MHPSS of children in humanitarian settings during COVID-19, which includes case studies and a case study video.
- The AME WG provided support to the COVID-19 Team in developing capacity, research and evidence products, and other relevant activities on an ongoing basis.

Key Products

- ['Defining Evidence-Based Practice in Child Protection in Humanitarian Action: A Position Paper'](#)
- ['Defining and Measuring Child Well-Being in Humanitarian Action: A Contextualization Guide and Accompanying Resources'](#)
- ['A Brief Guide: Selecting Child Protection Minimum Standards Indicators for Application in Programs, Projects or Humanitarian Response Plans'](#)

Objective of Position Paper

The objective of this paper is to present the key principles of good practice in the generation of evidence in child protection that are distinct to humanitarian contexts and to outline critical actions at the programmatic level for maintaining that a CPHA practice is evidence-based. This paper is aimed at child protection humanitarian practitioners, sexual and gender-based violence (SGBV) practitioners working with child survivors, child protection managers, technical advisors, and donors.



Roger LaMoyné UNICEF October 2017

Defining and Measuring Child Well-Being in Humanitarian Action:

A Contextualization Guide



From Theory to Practice: Towards a Framework for Primary Prevention in Child Protection in Humanitarian Action

A Position Paper



The AME WG contributed to the development of a position paper on prevention

in support of the Prevention Initiative

Priority activities for 2022

During 2022-2023, the AME Working Group will continue to work towards the outcome of strengthening the **evidence-base** for child protection in humanitarian action, and towards **building the capacity** of field-based practitioners on the use of assessment and measurement tools.

Priority activities for 2022

Through PRM funding, it will pursue *three activities*:

- 1) Develop and pilot simple **framework** to measure effectiveness of the work of the Alliance, including its capacity-building initiatives and global guidance.
- 2) Synthesize and disseminate **evidence** on CPHA using innovative evidence promotion practices.
- 3) Provide **support** to other Working Groups and Task Forces of the Alliance in developing capacity, research and evidence products, and other relevant activities on an ongoing basis.

For further information, contact

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- Josiah Kaplan, co-lead Innocenti, UNICEF, jkaplan@unicef.org



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CPMS Working Group

Annual Report 2021



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The CPMS Working Group

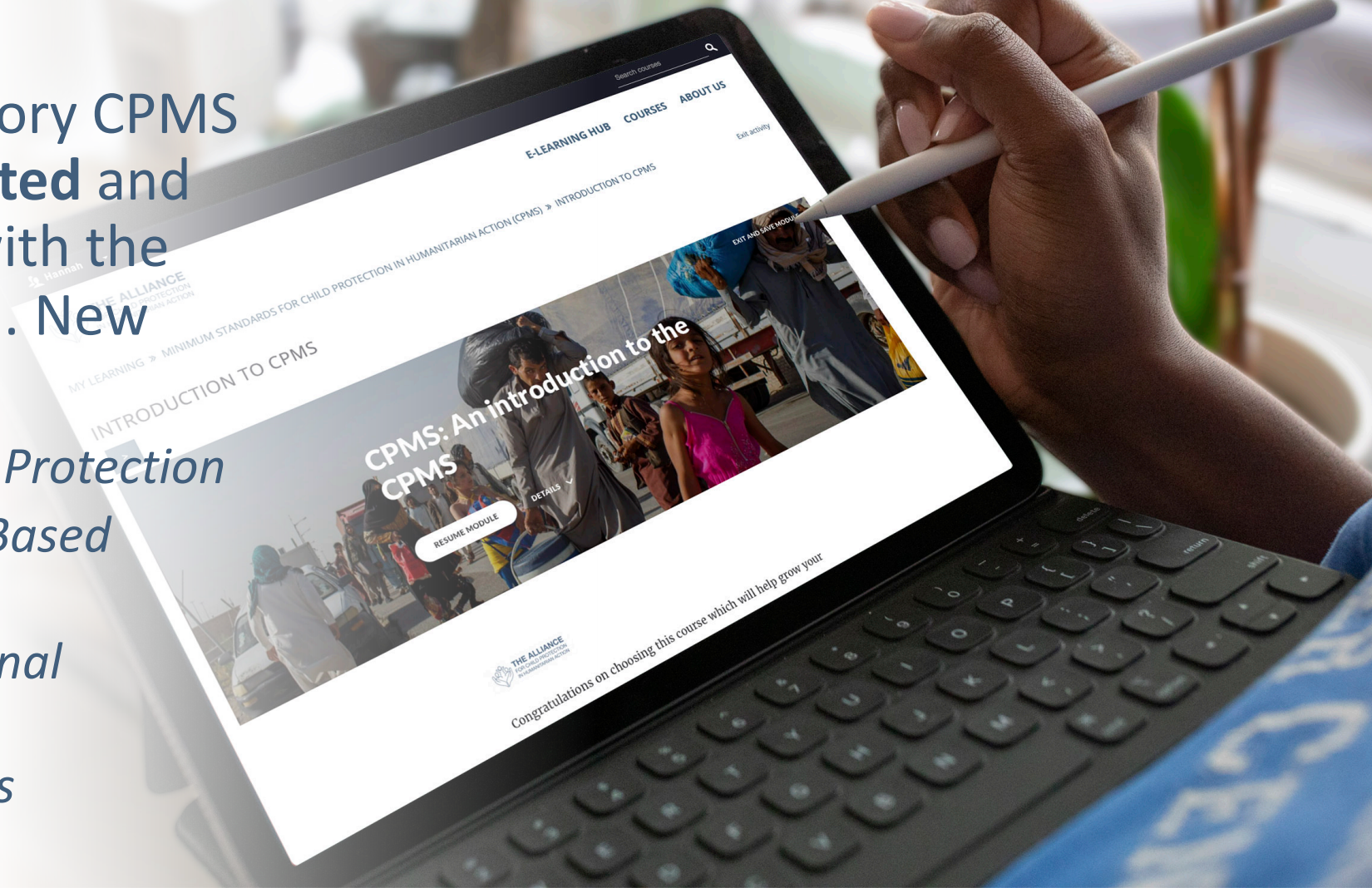
- Supports the participatory **setting** of sector-wide standards for child protection in humanitarian action,
 - Promotes their **use and institutionalisation**, and
 - Captures **lessons** learned to improve them.
- UNICEF (*co-lead*)
 - Save the Children (*co-lead*)
 - BIFERD
 - Child Fund International
 - Child Protection Global Protection Cluster
 - Child Soldiers International
 - Columbia University in the City of New York
 - CPC Learning Network
 - Danish Refugee Council
 - End Violence Against Children
 - Geneva Call
 - GOAL
 - ICRC
 - IFRC
 - International Labour Organisation
 - International Organisation for Migration
 - International Rescue Committee
 - Islamic Relief Worldwide
 - Keeping Children Safe
 - NIRENGI
 - Plan International
 - Terre des Hommes
 - UN Peacekeeping
 - UNHCR
 - VIVA Together for Children
 - War Child
 - World Vision



Revamped CPMS e-Course in English

The free, introductory CPMS e-course was **updated** and **expanded** in line with the CPMS 2019 edition. New learning modules:

- *Education and Child Protection*
- *Sexual and Gender-Based Violence*
- *Physical and Emotional Maltreatment*
- *Four CPMS Principles*



Videos *(all in 4 languages)*

- What is the CPMS and Why is it Important?
- CPMS Pillar 3: CP Strategies and the Socio-Ecological Approach
- CPMS Pillar 4: Standards to Work Across Sectors
- How Can Contextualisation Help in Different Contexts
- Selecting & Contextualising CPMS Indicators: An Instructional Video



Video Series Facilitator Notes *(all in 4 languages)*



- Introduction to the CPMS Handbook 2019 Edition
- **Standard 9: Sexual and Gender Based Violence**
- Pillar 3: The Socio-Ecological Approach to Developing Adequate Strategies
- **Pillar 4: Working Across Sectors**



Additional Resources

Illustrations

- A community development project using art in Cox's Bazar, Bangladesh, explored what the Minimum Standards look like in a refugee camp.

Children's Storybook - «*I am Mariam*»

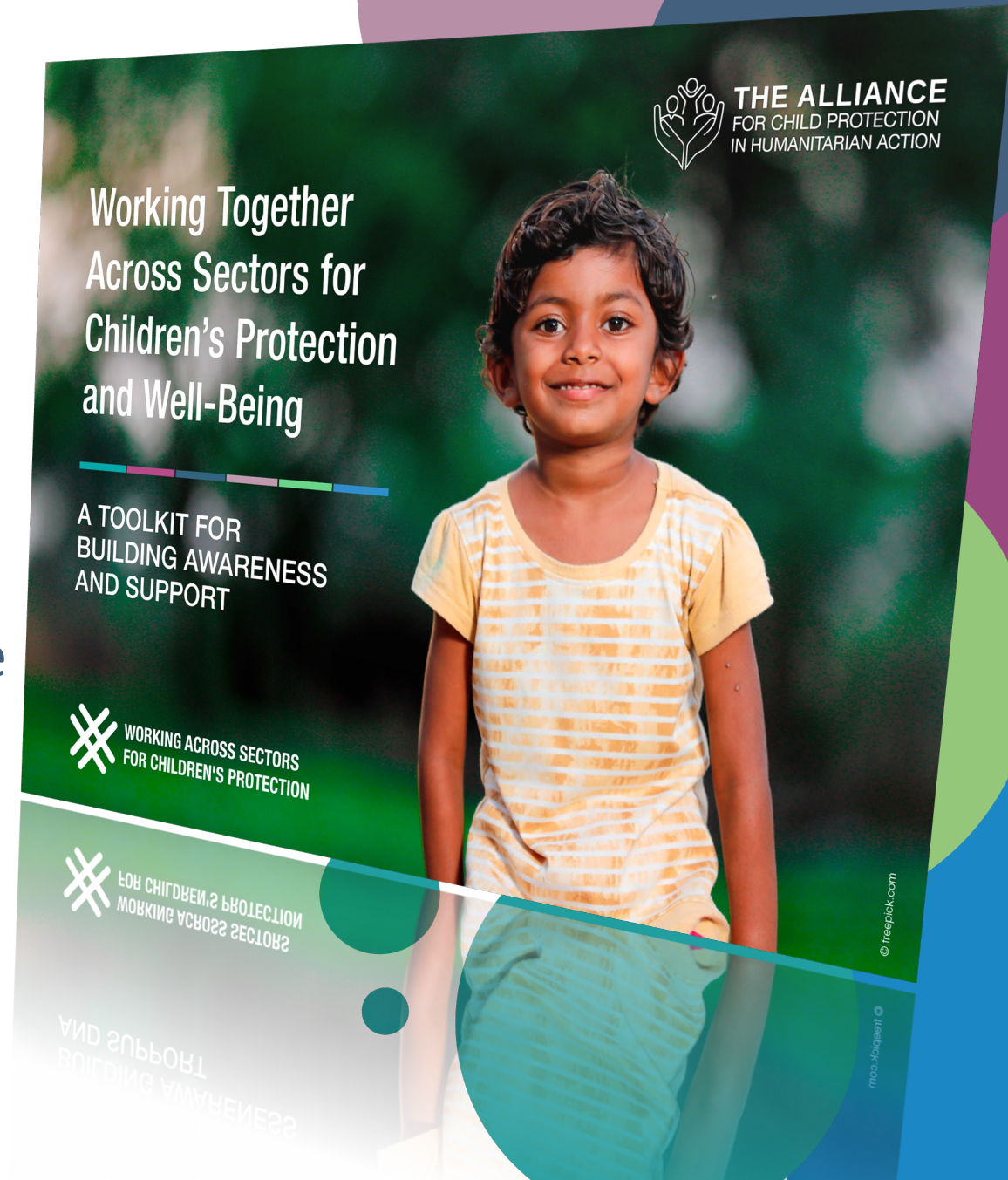
- An illustrated storybook in Arabic about a young girl forced to flee her violence-torn hometown. Designed to teach 5-12-year-olds their rights.



Working Across Sectors Initiative

It gathers technical resources to enable humanitarian practitioners from all sectors to collaboratively protect children, promote their well-being, and make the most of available funding.

- Go-To Resources Microsite; Working Across Sectors Toolkit; Explanatory Video.
- Ambitious workplan: Evidence Reviews; Inter-Sectoral Framework; Tools & More.



Innovation Fund

Support for six national and local NGOs with creative projects to strengthen the implementation of, and adherence to, the CPMS in refugee and other humanitarian settings.

- Examples from Colombia (Bethany)
- And Nigeria (Grow Strong Foundation)



Contextualized Child Protection Messages (CPMs) across sectors

WORKING ACROSS SECTORS FOR CHILDREN'S PROTECTION

Child Protection and Human Rights

Nutrition and Child Protection.

- Girls and boys are screened for child protection concerns at the outpatient therapeutic programmed and sites and stabilization centers.
- The caregivers of malnourished children are engaged in group and individual parenting sessions using International Rescue Committees parenting skills toolkit at the outpatient therapeutic programs and stabilization centers.
- Caregivers who refuse to take their children to the stabilization centers are counseled by child protection case workers and trained members of the community based child protection committees to encourage them to take the children to the stabilization center.
- Children assessed at high-risk based on vulnerability criteria are registered for child protection and case management.
- Making sure that nutrition staff volunteers and volunteers can identify signs of physical and sexual abuse and mental distress and know how to safety refer cases.
- Must ensure to create a safe space for those it serves and those who work for and represents the organization.

WASH and Child Protection.

- Work with the child protection sector to identify places where child-focused services takes place and provide sustainable access to safe WASH facilities.
- Where appropriate, combine priority WASH messaging (such as hand washing and safe drinking water) and priority child protection messages (such as family unity and prevention of violence).
- Ensure that WASH facilities are designed with the safety for children in mind, including sizes of toilets, and by building walls and fences around open sources of water, tanks or well.
- Ensure that the sizes and weight of water containers do not pose a risk to children, but also minimize the expectation that children will be involved in water collection and avoid distributing 'special' containers for children.
- Separate toilets and bathing facilities, using pictograms for identification and with inside locks, should be provided for women and girls.
- Ensure that those working in WASH have signed up to and been trained in code of conduct and other policies.
- Sensitizing staffs, associates, and partners, around how to make a complaint.

Health and Child Protection.

- Understand and identify the risk factors in families and be able to recognize when children are in need of support or protection.
- Identify the indicators of abuse or neglects.
- Be familiar with the process of referral onto the appropriate agency for support or protection of the child.

Contexts and Challenges

Success Stories

- Collaborating with the Interagency Network for Education in Emergencies, INEE
- Investing in Communications support

Lessons Learnt

- Importance of dedicating enough staff resources and an adequate timeframe to enable solid interagency and intersectoral coordination



Priority Activities for 2022

During 2022 and beyond, the CPMS Working Group will continue

- Overseeing the roll-out of the CPMS 2019 edition,
- Promoting the CPMS implementation across sectors,
- Developing multimedia capacity-building resources,
- Supporting humanitarian agencies to institutionalise the standards, and
- Ensuring resources are available in Arabic, French and Spanish.

| ACTIVITY | SOURCE | AMOUNT NEEDED FOR 2021 | AMOUNT FUNDED FOR 2021 | SOURCE | AMOUNT NEEDED FOR 2022 | PRIORITY FOR 2022 | FUNDING IN PROGRESS | AMOUNT OF AMOUNT BEYOND 2022 |
|----------------------------------|--------|------------------------|------------------------|--------|------------------------|-------------------|---------------------|------------------------------|
| CPMS 2019 edition roll-out | CPMS | 100,000 | 100,000 | CPMS | 100,000 | High | Yes | 0 |
| CPMS 2019 edition implementation | CPMS | 100,000 | 100,000 | CPMS | 100,000 | High | Yes | 0 |
| CPMS 2019 edition training | CPMS | 100,000 | 100,000 | CPMS | 100,000 | High | Yes | 0 |
| CPMS 2019 edition evaluation | CPMS | 100,000 | 100,000 | CPMS | 100,000 | High | Yes | 0 |
| CPMS 2019 edition dissemination | CPMS | 100,000 | 100,000 | CPMS | 100,000 | High | Yes | 0 |



Thank You!




L&D Working Group


UPDATES

2021





L&D Working Group
STRATEGY 2021-23



The Alliance for Child Protection in Humanitarian Action
Learning & Development Strategy 2021-23

Learning and Development within the Alliance

The mission of the Alliance for Child Protection in Humanitarian Action (CPHA) is to support the efforts of humanitarian actors to achieve high quality and effective child protection interventions in humanitarian settings. Within its mission, the Alliance 2021-23 strategy centres around the goal of the centrality of children and their protection being recognised and prioritised across the humanitarian system. To achieve this goal, the Alliance has highlighted four strategic priorities to guide its work, including: localization, prevention, cross-sectoral integration/collaboration and accountability to children, including child participation.

For the 2021-2023 strategy, the Alliance will place greater emphasis on its capacity strengthening, learning, and development function. This elevated status is grounded in the acknowledgement of the importance of capacity strengthening efforts in the delivery of high-quality and robust programmes across the many contexts where child protection programmes are delivered.

Essential to achieve the Alliance mission, learning and development efforts facilitate the strengthening and sharing of knowledge, skills and attitudes of humanitarian child protection practitioners, working at various levels and in different settings, in line with competencies set through the [CPHA Competency Framework](#), to ensure the [Minimum Standards for Child Protection in Humanitarian Action \(CPMS\)](#) are met. This commitment is part of the long-term approach of supporting the development of humanitarian practitioners, to contribute to the operationalisation of the Alliance's strategic priorities, and thereby improving the results for children and families in humanitarian situations.

In cooperation with the Child Protection Area of Responsibility (CP AoR), UNHCR and the broader Alliance membership, the Learning and Development Working Group (LDWG) will coordinate and lead the Alliance's efforts to: maps capacity gaps and strengths; defines priorities and strategic direction for capacity development; encourages capacity sharing opportunities; provides learning initiatives and materials, both face-to-face and remote;

Objectives

Approach

Principles

Key actions

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Goal and objectives

| | |
|---|--|
| Goal  | CPHA practitioners have access to and benefit from quality learning and development initiatives that promote the growth and sharing of competence. |
| 1  | Learning and Development is approached in a strategic, competency-based and structured way to ensure quality and relevance for CPHA practitioners |
| 2  | CPHA actors benefit from increased access to learning and development opportunities at global, regional and national levels |
| 3  | CPHA practitioners have increased opportunities to share learning through convened events and communities |
| 4  | Increased cooperation with tertiary level institutions and improved access to tertiary level education for CPHA practitioners |
| 5  | All Working Groups and Task Forces of the Alliance are supported in the development and roll-out of quality capacity building activities |

Alliance for Child Protection in Humanitarian Action

L&D Working Group 2021-23 Strategy

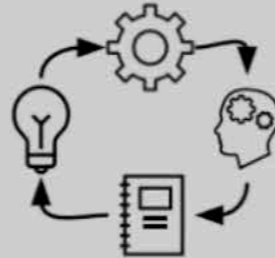


L&D approach

Learning beyond training



Experiential learning



70:20:10 model



Contact us:

learning@alliancecpa.org

alliancecpa.org/learning

Learning principles

Competency- and needs-based

Designed to help learners build specific sets of skills



Technical competencies



Core values



Core humanitarian competency domains

Learner-centred

Focused primarily on what the learner needs to be able to do



Co-creation and capacity sharing



Quality

Accurate, relevant, designed for adult learners

Evidence-based

Reaction
Learning
Behaviour change
Results

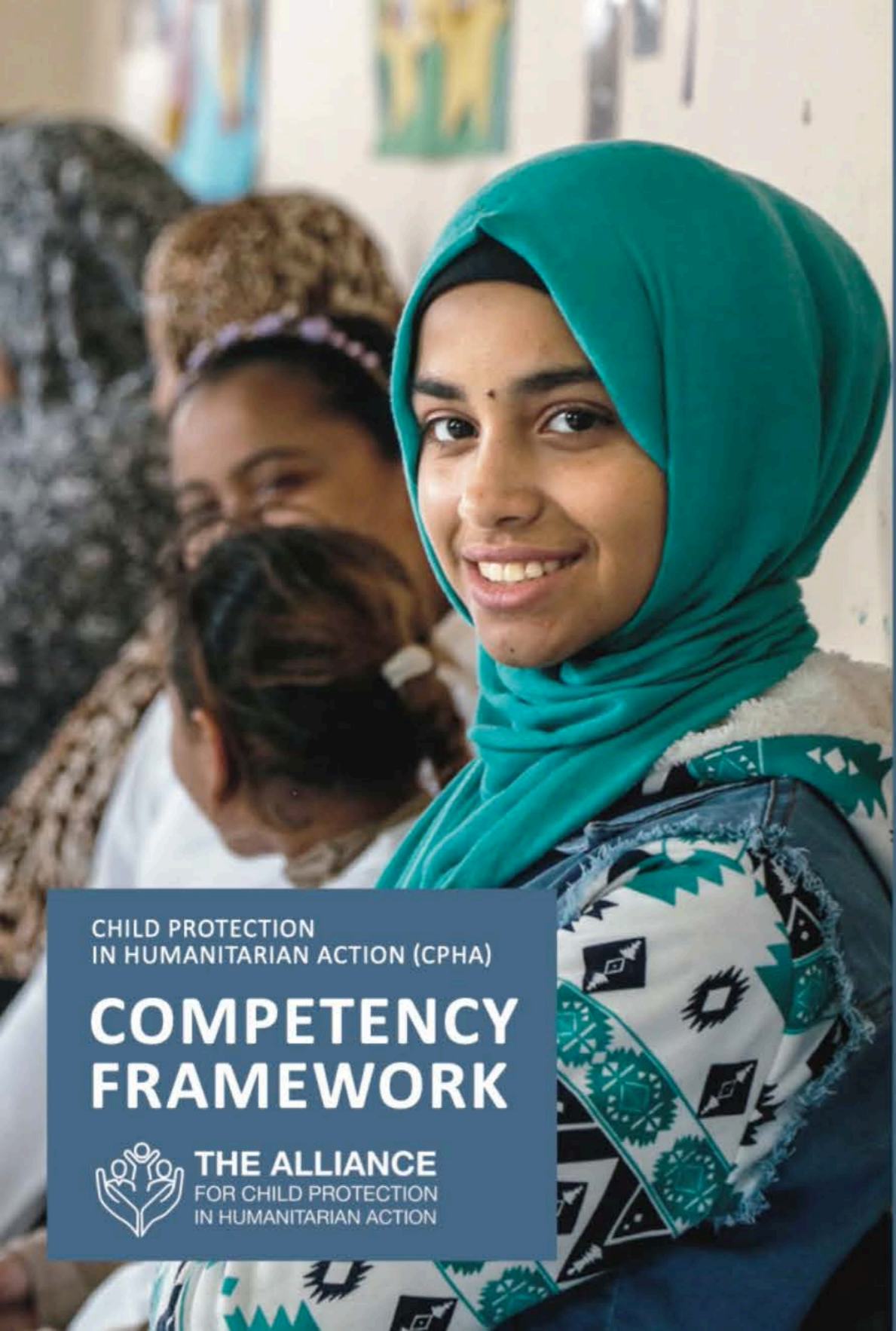




CPHA Competency Framework

TOOLS AND TRAINING





CHILD PROTECTION
IN HUMANITARIAN ACTION (CPHA)

COMPETENCY FRAMEWORK



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IN HUMANITARIAN ACTION

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CPHA Competency Framework: Drafting of Job Description

You can find the CPHA Competency Framework [here](#).

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| Selection of Technical Competencies | 2 |
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CPHA Competency Framework and Interview planning

You can find the CPHA Competency Framework [here](#).

Contents

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INSTRUCTIONS

I. What is this tool & When to use it

The Child Protection in Humanitarian Action (CPHA) Competency Framework (CF) Practitioner and Manager Performance Evaluation Tool supports practitioners in different ways:

1. Firstly, it helps in undertaking a self-evaluation of own competencies
2. Secondly, it can support the process of professional performance evaluation of practitioners and guide the discussion with line managers.
3. Thirdly, this tool can also be used as a basis to define learning and development needs and opportunities , such as participation in future learning initiatives, professional on the job assignments or promotions.

You can do this self-evaluation at any point in time.

However, in order to have a good overview of your professional learning and development it is recommended **to do this self-evaluation two times during an assignment or one calendar year (performance cycle)**. At the beginning of your job assignment you will define competency domains, indicators and how you will achieve them and review your achievements mid-term and at the end of term/assignment or calendar year

Peer feedback

To help you in the self-evaluation process you can also ask coworkers and direct reports to send you feedback on selected competencies.

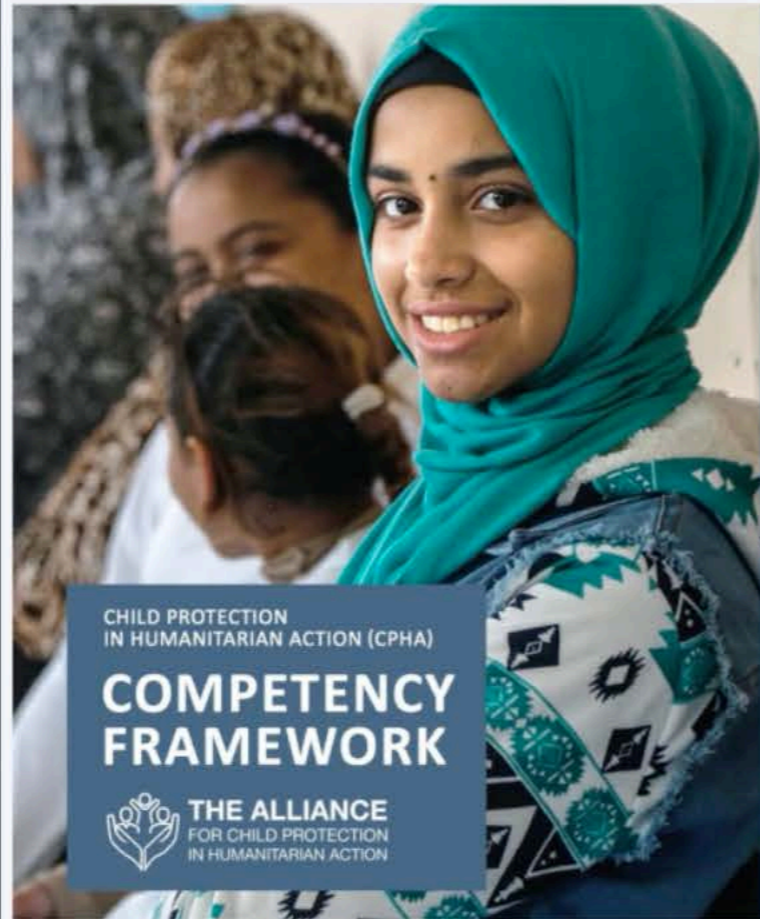
II. Why use this tool

The benefits of using this tool are:

1. **To have a clear understanding of:**
 - (a) Which competencies are needed in your work
 - (b) Where you stand in your current ability to fulfill the requirements of your job
 - (c) Your concrete learning and development goals
2. **To promote a structured reflection on overall individual learning & development.**
3. **To monitor and assess your learning goals and work progress in your role.**
3. **To facilitate discussion with your supervisor (manager) when evaluating your performance and growth in your role.**

III. How to use this tool

[To start using this evaluation tool please ensure you are familiar with the CPHA Competency Framework, which you can find here](#)



CPHA Competency Framework Training

Location, Country
XX-XX 20XX





Learning and Development TOOLKIT





Guidance

Tools

Templates

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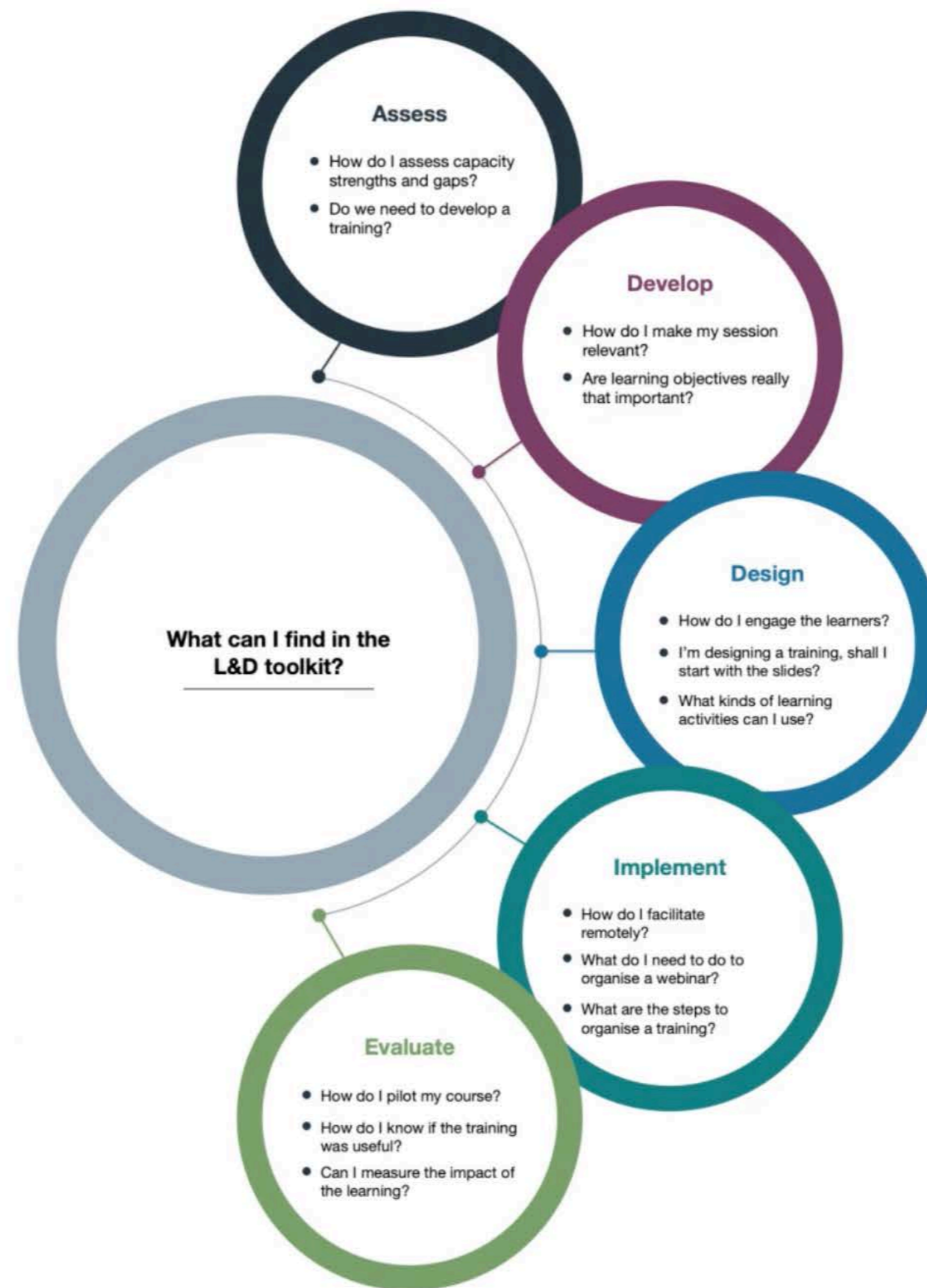
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**Learning and
Development
Toolkit**





COVID-19

**CAPACITY STRENGTHENING
RESOURCES**





Capacity Building Adaptations During Covid-19: Case Studies

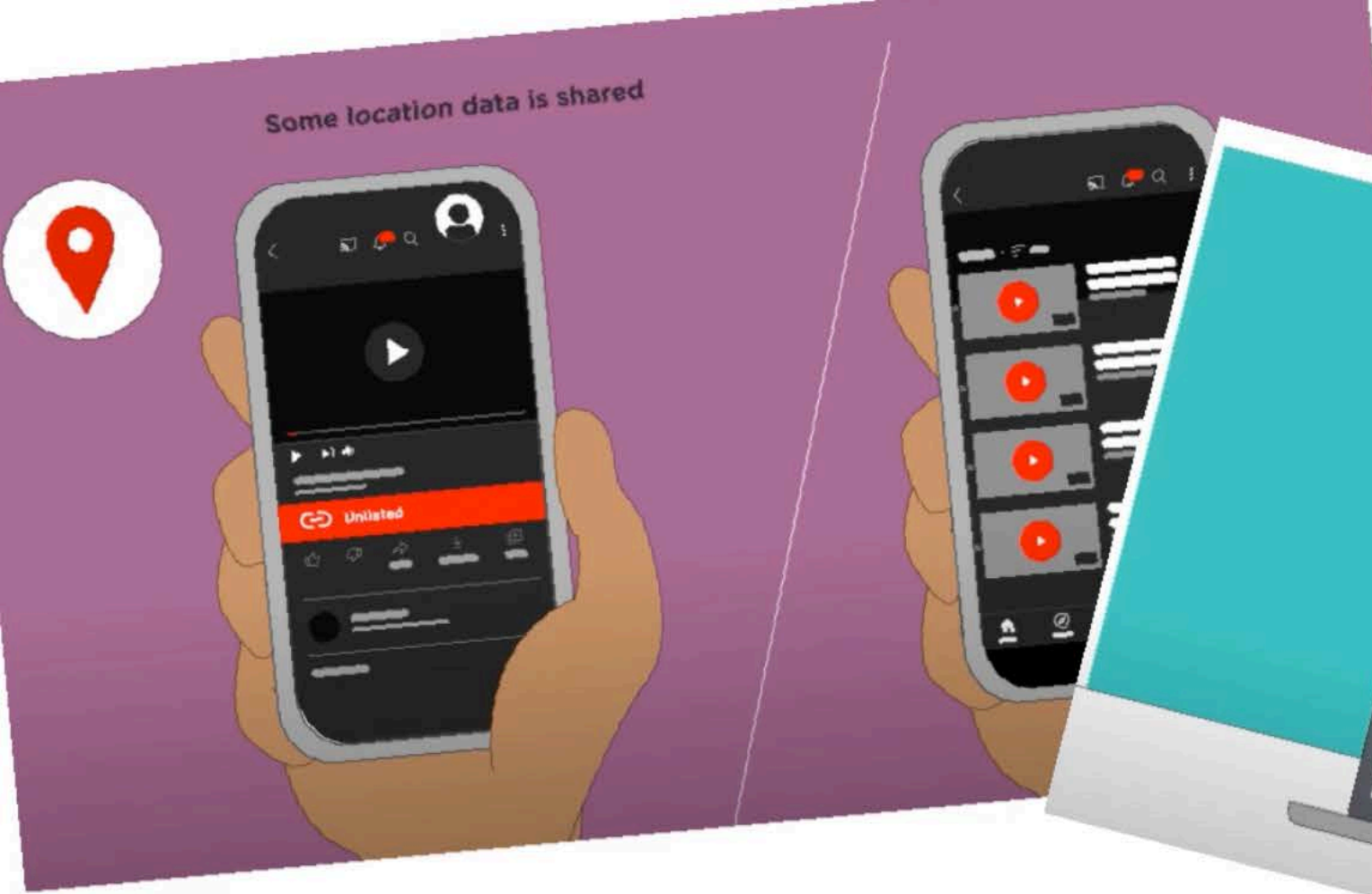


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Protecting Children during COVID-19 and other Infectious Disease Outbreaks

★★★★☆ 4.7 (70 reviews)


How to adapt child protection programming to support the wellbeing and development of children during COVID-19 and other IDOs

Join now

6,270 enrolled on this course

 Duration
6 weeks

 Weekly study
3 hours

 100% online
Learn at your own pace
[How it works](#)

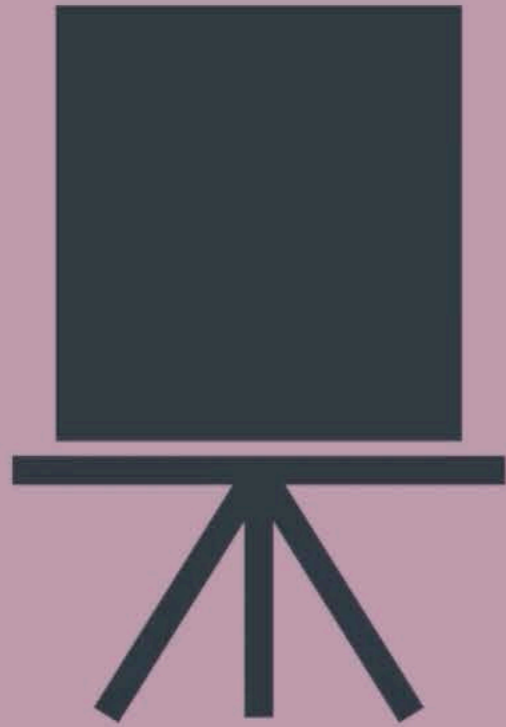
 Digital upgrade
Free

Protección de la infancia durante la COVID-19 y otros brotes de enfermedades infecciosas

Cómo adaptar los programas de protección de la infancia para apoyar el bienestar y el desarrollo de los niños y niñas vulnerables

Join now





Face-to-face



Remotely-facilitated

- Transitioning to Remote Case Management during COVID-19
- Delivering Case Management via phone
- Preventing family separation during COVID-19
- Child protection mainstreaming in health facilities
- CAAFAG and COVID-19
- CAAFAG program continuity during COVID-19
- Promoting Mental Health and Psychosocial Wellbeing of Children during COVID-19
- Supporting Children, Families, and Communities during COVID-19
- Delivering training remotely



Tip Sheet Case Management Via Phone

Intake Registration

- Warmly greet the client.
- Explain case management and consent.
- Get verbal consent from the child, caregiver, or trusted adult.
- Ask about the child and family situation:
 - "What is your biggest concern?"
 - "Why are you making contact now?"
 - "What do you think would be of most help?"
- Determine immediate risk levels.
- Check basic needs and safety, and for children who may be alone.
- Double-check all the details given (names, contact numbers, etc.).
- Provide information on how and when the clients can contact you.

Assessment

- As you cannot see the child or caregiver, you will have to be creative to get the needed information.
- Check all information thoroughly!
- Think broadly about who might be able to inform your assessment (with the consent of the family, unless the child is at risk of harm), such as teachers, health providers, community members, etc.
- Try to "paint a picture" through your conversations.
 - For example, don't ask "How is your son?"
 - Instead, follow up with "Is he big or small for his age? Does he look like?"
- Ask to speak to individual family members (including siblings) on the phone, unless you think it will put the child at further risk.
- Use the video function if possible.
- Identify unmet basic household needs.
- Understand how COVID-19 is affecting the household.
- Make referrals as soon as possible to service providers.
- Update the child, caregiver, and/or trusted adult.

Case Planning

- Plan for the short and long term; the situation may evolve over time and need to be adjusted.
- Set realistic dates for next steps.
- Hold virtual case conferences if in-person are impossible to organize.
- Share information and a backup plan action.

DO's and DONT's: Fighting COVID-19 Stigma

Stigma is negative attitudes and beliefs about someone due to their association with COVID-19 or another infectious disease that results in them being treated differently.

Discrimination against someone who has been stigmatized may include:

- Refusal to associate
- Denial to access services
- Verbal or physical attacks
- Exclusion from public spaces and transport
- Refusal to hire for work

Such treatment can negatively impact those affected, as well as their caregivers, family, friends and communities.

At the individual level, stigma can:

- Cause fear, isolation, anxiety and depression
- Drive people to hide the illness to avoid discrimination
- Prevent people from seeking health care immediately
- Discourage them from adopting healthy behaviors

Let's talk about the DO's and DONT's.

DO

- ✓ Check the facts
- ✓ Talk about COVID-19
- ✓ Use the terms 'people who have COVID-19', 'people being treated for COVID-19', 'people who have died from COVID-19'
- ✓ Talk about people 'contracting' the virus
- ✓ Repeat scientific facts about the virus
- ✓ Take physical distancing seriously
- ✓ Emphasize the effectiveness of prevention and treatment measures

DONT

- ✗ Spread information that is not true
- ✗ Call COVID-19 by a place or ethnicity
- ✗ Use the terms 'victims', 'suspects', 'suspected cases'
- ✗ Talk about people 'spreading' the virus
- ✗ Repeat myths and rumors about the virus
- ✗ Allow people to become isolated
- ✗ Focus on the negative parts of the situation

Bingo Learning Tool

Instructions

Print and cut out the bingo sheets, then give one to each person or small group.

Explain that each bingo card contains some key considerations for CAAFAG programming during COVID-19 or another infectious disease outbreak. You will read out some short case studies about real approaches that have been taken in CAAFAG programming during COVID-19. The group should listen carefully. When they hear an example which matches a key consideration on their bingo card, they should mark this square off on their card and add the name of the country from which the example comes.

Understanding the Risks of School Closures

Part 1

Read each child's story and make a list of the risks they are exposed to because their school is closed. The risks might be in the short, medium or long term.



Ana is 13 years old and an only child, living with both her parents. Her school has been closed during the pandemic, and she has been learning from home. She uses one of her parent's cellphones to access online lessons with her school teachers, and usually logs on from the small room where she sleeps.

Ana's father is a key worker but his shifts have been reduced, so Ana's mother has had to find work to bring in enough income for the family. Because Ana is at home, they are working shifts, which means while one is at work, the other is at home with Ana, but they also need to sleep during these hours at home.

Ana is spending a lot of time online outside of class hours. She connects with her friends through online platforms and social media. She misses seeing her friends at school every day and at first, this was a really fun way to keep in touch. Then, she started receiving mean messages from some of the other girls at school, which made her feel sad. When she posted photos of herself, they made fun of the way she looks.

Ana has made some new online friends since then. They say nice things to her and ask to see photos of her which makes her feel better about herself. Sometimes they ask her strange questions, but Ana answers them because she wants to keep being friends.

Johan is 9 years old and lives with his parents and two younger brothers. He has cerebral palsy, which affects his movement and coordination. Before Covid-19, he had extra support and care which helped him to get to school and participate in lessons. Since the outbreak started, he has not had any access to this extra care. His school is running online classes, but Johan finds it difficult to use the mouse and the keyboard of the family computer, so he has trouble participating. He does not have access to his support worker anymore, and is sad that he doesn't have someone to talk to.

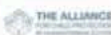


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Content for this poster is adapted from the WHO resource: <https://www.who.int/news-room/infographics/infographic-20200601-01>



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The Alliance

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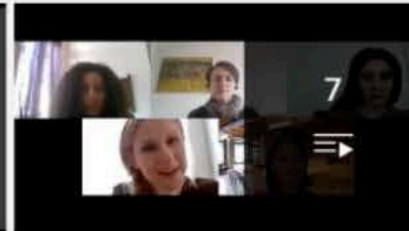
Created playlists

SORT BY



Alliance Virtual Launches

VIEW FULL PLAYLIST



Learning & Development Working Group

VIEW FULL PLAYLIST



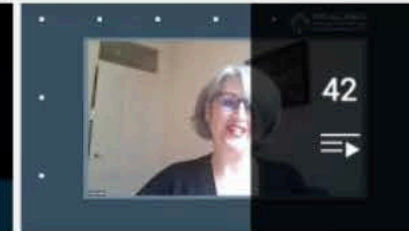
Girls Associated with Armed Forces and Armed Groups...

VIEW FULL PLAYLIST



The Science of Love in Childhood: UNICEF Interview...

VIEW FULL PLAYLIST



2020 Annual Meeting Live Session Recordings

VIEW FULL PLAYLIST

SUBSCRIPTIONS

- Music
- Sports
- Gaming
- Movies & Shows






CPHA FRONTLINERS'
GETTING STARTED LEARNING
PACKAGE



| Facilitator notes | Notes |
|--|---|
| <p>Introduction</p> <p>Welcome the participants to the session and share the session aim and objectives.</p> <p>As participants join, ask them to take their learning journal and go through the learning that they have noted down during previous sessions. If time allows, ask a few volunteers to recall their main takeaways in plenary.</p> | |
| <p>Professional Motivation</p> <p>Ask: What are our personal motivations (beyond financial ones) to protect children? What drives you in your professional role?</p> <p>Instructions: Use a beanbag or small ball. Have the group stand in a circle and take turns throwing the bag/ball to each other. Whoever has the bean bag has to provide an answer to the question in one sentence. Write down the answers on the board. Once everyone has had a turn you can ask the group to reflect together on all the different answers.</p> <p>Say: There are many different reasons why we can be motivated to work as child protection professionals. It is rarely just for one reason. We may be committed to social justice, or to helping our country or community cope with a crisis, we may be natural helpers, but we may also be motivated by other reasons, such as it's a paid profession.</p> <p>It's important to acknowledge that we can all be motivated for different reasons but that we have all chosen to work in a professional capacity.</p> <p>As professional workers, therefore, we are bound</p> | <p>Use the <u>wheel of names</u>, or simply call on different participants in turn.</p> |



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IN HUMANITARIAN ACTION

Child Protection in Humanitarian Action: Frontliner's Getting Started Learning Package Participant Handout

This handout contains the key messages from each session in the training course and is meant as a reference document to support your learning and use of the knowledge gained in the course, in your role. For more details on Child Protection in Humanitarian Action, you can refer to the Minimum Standards for Child Protection in Humanitarian Action (CPMS).

Session 1: The Child

- The terms *child* and *children* refer to all children and young people from birth to 18 years of age, as specified in the UN Convention on the Rights of the Child.
- Child Development is the process of individual growth and maturation from birth to adulthood. It concerns the physical, cognitive, emotional, and social changes that occur in all children and young people as they grow older. (See supporting information for more details.)
- As children develop from infants to adolescence, they go through different developmental stages and achieve developmental milestones; abilities that most of the children achieve by a certain age. While age groups can vary according to context and culture, developmental stages are often organised into:
 - Early Childhood - years of - 1 Months On

...s of age and, within this, infancy from 0 to 12 months, 1 to 3 to 6 years pre-school age

...s of age

...te

...velopment in order to:

...ns, and coping strategies

...ely to children's reactions according to their

...ll-being. Some of these factors are

...factors represent the child's world,

...feels what happens in any parts of the

| To what extent do you feel confident that you can meet the statements below? | 1 Months On | | | Please give an example illustrating how you improved in this area or an example that shows that you meet this statement upon completion of the CPMA Frontliner Learning Package | Please give an example illustrating how you improved in this area or an example that shows that you meet this statement upon completion of the CPMA Frontliner Learning Package |
|--|-------------|-------|-------------|---|---|
| | Before | After | 3 Months On | | |
| 1 I can define who a child is, and I recall children's developmental stages | | | | | |
| 2 I can describe children's varying protection risks and protective factors through a socio-ecological model | | | | | |
| 3 I can describe how other factors, such as gender, can impact on children's protection risks and protective factors | | | | | |
| 4 I know the definition of Child Protection in Humanitarian Action | | | | | |
| 5 I can explain the relevance of child rights in Child Protection in Humanitarian Action programming | | | | | |
| 6 About the CPMS, I can explain CPMS purpose and linkages | | | | | |

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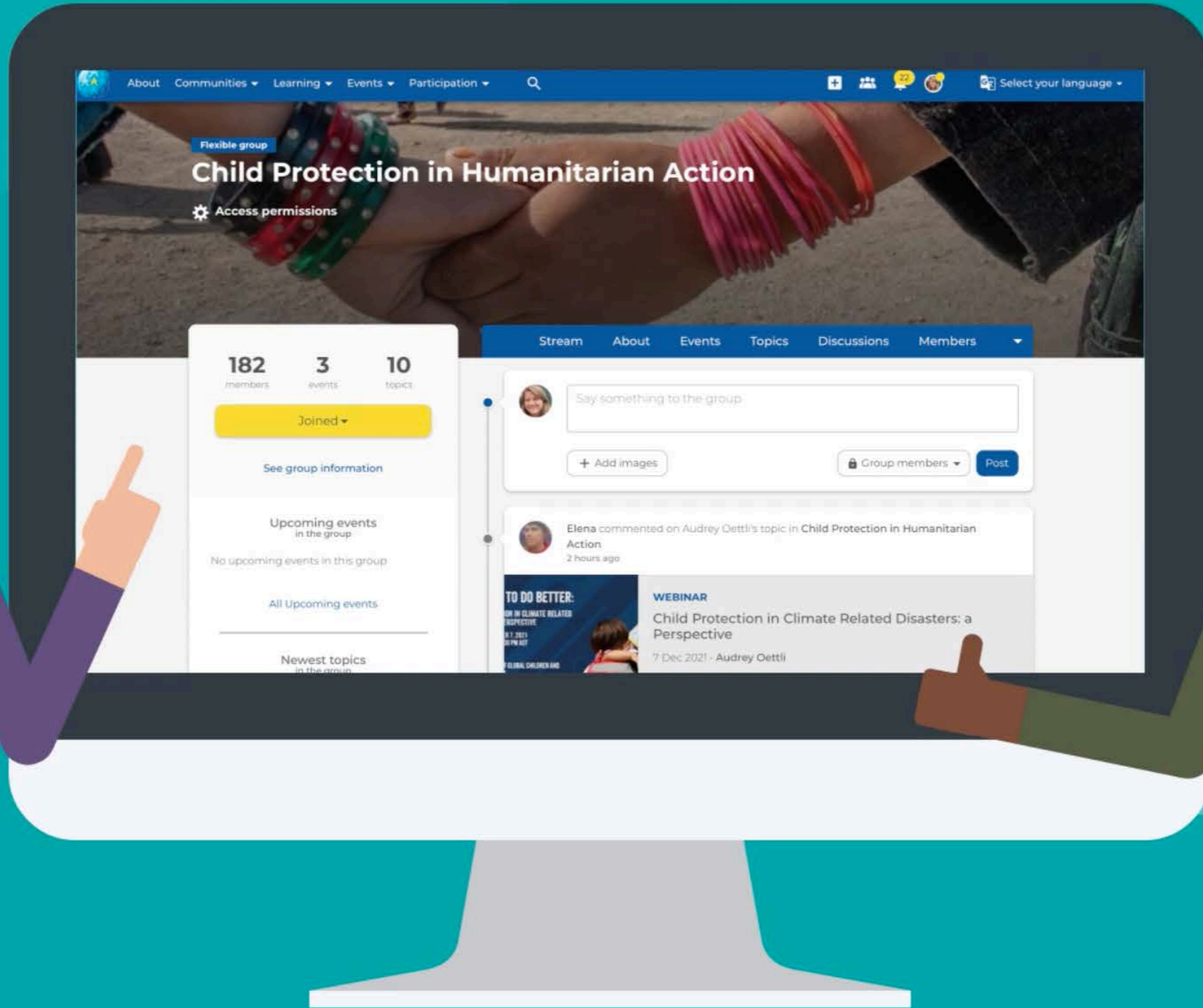
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CPHA

COMMUNITY OF PRACTICE





Flexible group

Access permissions

182 members 3 events 10 topics

Joined

See group information

Upcoming events in the group

No upcoming events in this group

All Upcoming events

Newest topics in the group

Stream About Events Topics Discussions Members

Say something to the group

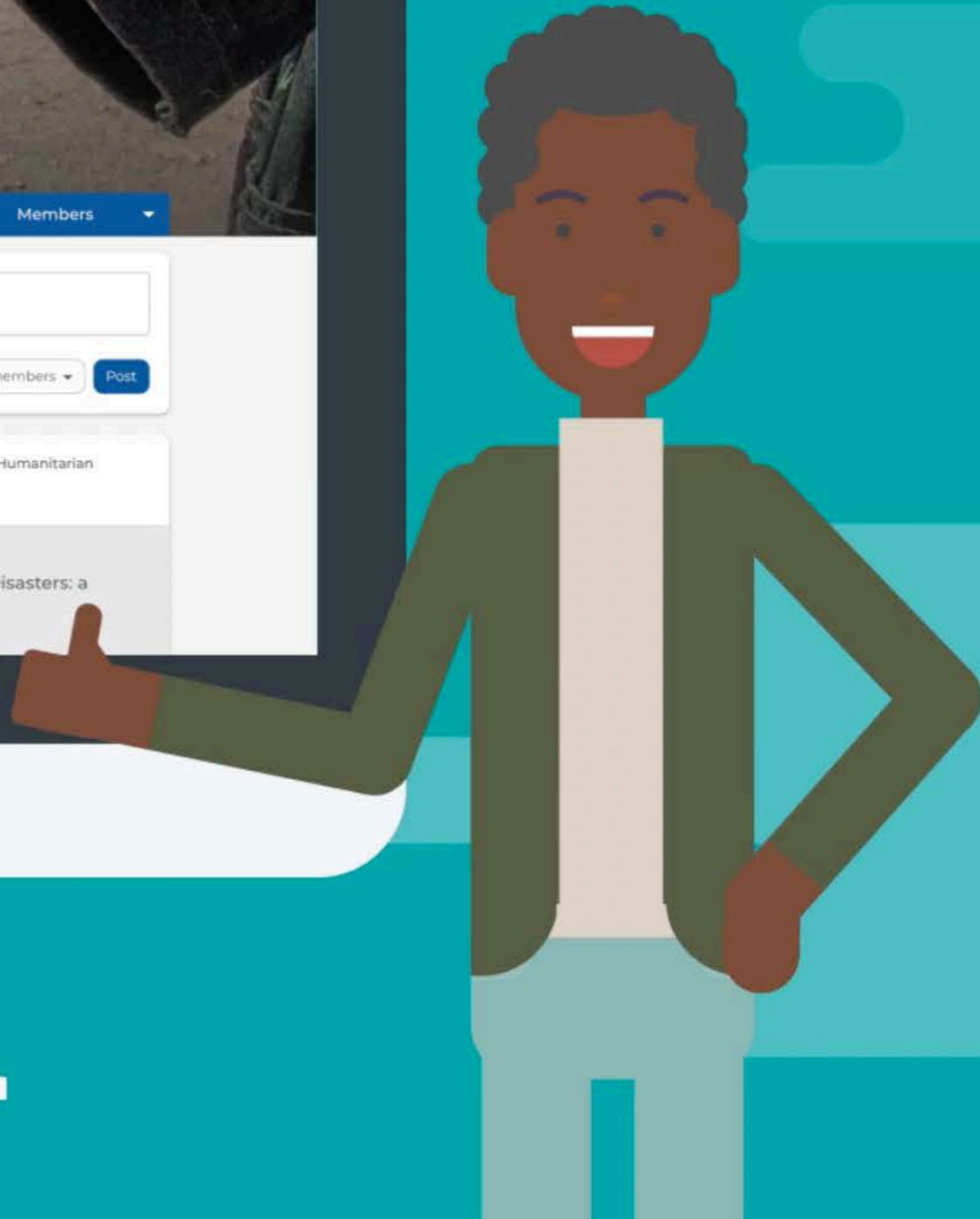
+ Add images

Group members Post

Elena commented on Audrey Oettli's topic in Child Protection in Humanitarian Action 2 hours ago



TO DO BETTER: WEBINAR Child Protection in Climate Related Disasters: a Perspective 7 Dec 2021 - Audrey Oettli



Support to Working Groups, Task Forces and Initiatives



L&D WG calls

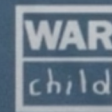
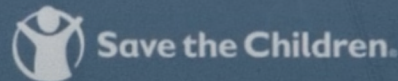
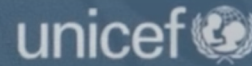
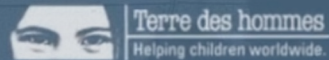


2021 Annual Report

Case Management Task Force



THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION



Case Management Task Force

Background

- Formed in 2013 following the development of the 2012 Minimum Standards for Child Protection in Humanitarian Action
- Led by IRC since its formation, and UNICEF since 2018
- The role of the Case Management Task Force (CMTF) is to provide technical guidance and develop case management tools and resources to strengthen child protection services and build systems of care in humanitarian settings.
- The CMTF aims to improve the knowledge and skills of emergency child protection responders who are planning, implementing, or supporting case management services as well as contribute to field-level learning and research.



Guidance on Child Protection Case Management in Humanitarian Settings



Coordination of Case Management in Humanitarian Settings



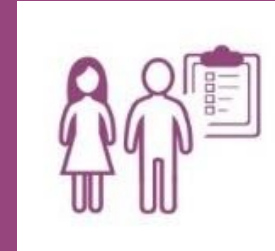
Information Management for Case Management



CMTF Workstreams



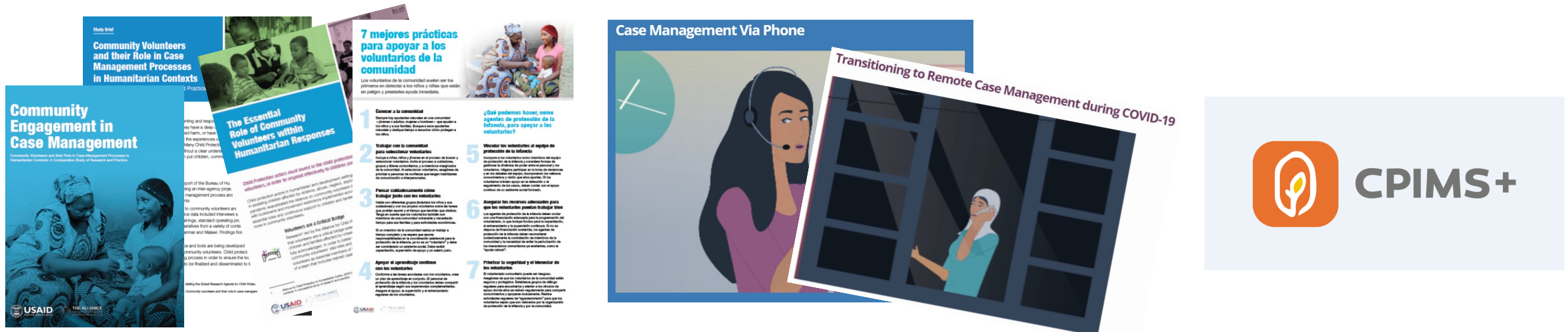
Case Management Capacity Building Initiatives



Measurement and Evaluation for Quality Case Management

Key achievements in 2021

- Community engagement in Case Management
- Case Management COVID-19 Learning Modules
 - Case Management Via Phone for case workers
 - Transitioning to Remote Case Management for coordinators and managers
- Ongoing development of the Inter-Agency Child Protection Case Management Training Package
- CPIMS+ caseworker training package
- Updated DPIA and DPISP templates



Success stories/lesson learnt/ challenges

- **Success story:** CMTF member engagement and agreement around the restructure and redesign of the case management training package
- **Challenge:** piloting of the updated case management training modules was delayed due to the pandemic and additional content creation requested to be included in the package
- **Lesson learnt:** need for improved guidance and training on how to implement case management remotely

Priority activities for 2022

- IA Safe Identification and Referral Training Materials
- Inter-Agency CPCM Training Package
- DPIA and DPISP templates
- Conduct research to build a stronger evidence based for CM in humanitarian settings

2021 Annual Report

Child Labour Task Force



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FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Key links and resources

- [CLTF microsite](#) with toolkit and training package
- [CLTF website](#) with workplan, latest content
- [COVID-19 resources](#) including technical note, synthesis, webinar and podcast
- [CPMS e-course](#) with Child Labour module
- [CLTF Google drive](#) with recordings

Contact us at
cltf@alliancecpha.org

Child Labour Task Force

- Co-led by **Plan International** and **ILO**
- To ensure **coordination** and **collaboration** to strengthen the quality and effectiveness of addressing child labour in humanitarian action.



TECHNICAL TOOLS AND GUIDANCE



CAPACITY BUILDING



COORDINATION, POLICY AND ADVOCACY

Key achievements in 2021

Virtual Launch | Inter-Agency Toolkit: Preventing and Responding to Child Labour...
The Alliance for Child Protection in Humanitarian Action

GLOBAL VIRTUAL LAUNCH

INTER-AGENCY TOOLKIT: PREVENTING AND RESPONDING TO CHILD LABOUR IN HUMANITARIAN ACTION

Inter-Agency Toolkit
Preventing and Responding To Child Labour In Humanitarian Action

Recorded Live
Christopher G...

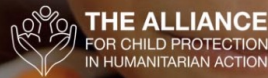
Powered by Zoom

0:05 / 1:33:08

The screenshot shows a Zoom video player interface. On the left, a blue slide displays the event title and logo. On the right, a video feed shows a young girl in a school uniform. The Zoom interface includes a 'Recorded Live' indicator, a participant name 'Christopher G...', and a 'Powered by Zoom' logo. The video progress bar at the bottom shows the video is at 0:05 of a 1:33:08 recording.

Key achievements in 2021

Inter-Agency Toolkit: Preventing and Responding to Child Labour in Humanitarian Action



The Child Labour Task Force is sharing NEW resources for preventing and responding to Child Labour in Humanitarian Action, building on CP [Standard 12 Child Labour](#).

What are the new resources?



CPMS e-module

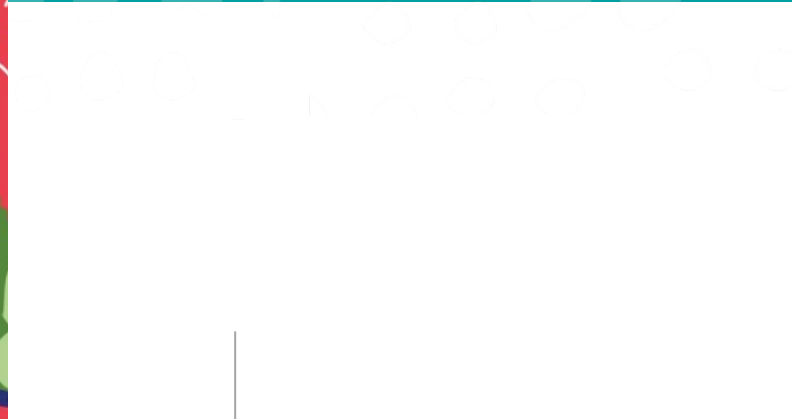
Self-taught sessions

- Online videos

Live sessions (F2F or remote)

- Facilitator guide and slide decks

Key achievements in 2021



Priority activities for 2022

Improving coordination and technical Support CL in HA

Technical support

4 responses (2 in country, 2 remotely)

3 regional virtual training with CP AoR, ACPHA, INEE

Coordination, policy and advocacy

Inter-sectoral paper with Education to promote integrated programming and collaboration

Global event against Child Labour – 13 June 2022

Community of Practice

Generate content (advocacy briefs, videos, case studies etc.) with CLTF members

CLTF Coordination, website and microsite

2021 Annual Report Preparation

CAAFAG Task Force

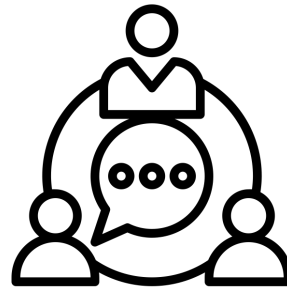


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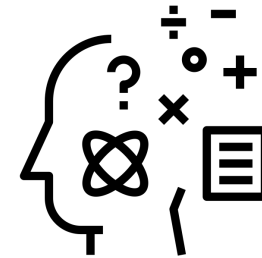
CAAFAG Task Force

Background

The CAAFAG TF was launched in 2020 and has 4 objectives



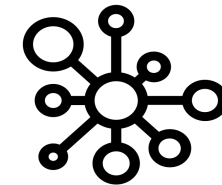
Set up a community
of practice



Strengthen
knowledge and skills
of field actors

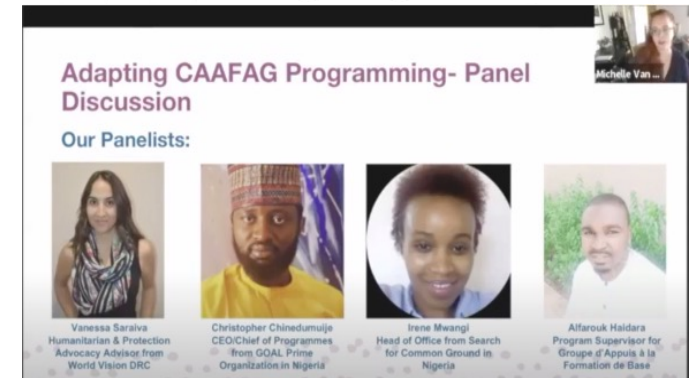


Develop
tools and
guidance



Coordinate
CAAFAG
related work

Key achievements in 2021



Success stories/lesson learnt/ challenges

- Despite challenges faced due to COVID pandemic, we were able to pilot test the CAAFAG Programme Development Toolkit in 4 countries.
- It took more time than expected to launch the community of practice.

Priority activities for 2022

- Launch of a community of practice
- Launch of new resources
 - CAAFAG Programme Development Toolkit
 - MHPSS in CAAFAG programming operational guidance
 - Handover protocol operational guidance
- Development of a MOOC
- Roll out of the CAAFAG Programme Development Toolkit in 3 countries

2021 Annual Report

Community-Level Child Protection Task Force



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IN HUMANITARIAN ACTION

CCP TF

Intro: Background of WG/TF

- Established in 2016
- Co-Led by Plan International & World Vision
- Goal:
 - Strengthen the evidence base for CCP programming by documenting innovative and promising practices and developing guidance and capacity building resources based on learning.
 - Support Alliance members in shifting towards more community-level and, eventually, community-led approaches

Key achievements in 2021- Resource Development



A Toolkit for Community Child Protection Volunteers

Part 1: Volunteers' Roles Supporting Case Management December 2021

This toolkit is accompanied by the Community Child Protection Volunteers Training Manual



Community Child Protection Volunteers Training Manual

Part 1: Volunteers' Roles Supporting Case Management

This Training Manual is accompanied by A Toolkit for Community Child Protection Volunteers

December 2021



Key achievements in 2021- Capacity Building

Problem statement:

Top-down approaches to community-level child protection risk undermining existing mechanisms and strengths within communities to protect children and creating a parallel child protection structure.



THE ALLIANCE
for Child Protection in Humanitarian Action

MINIMUM STANDARDS
FOR **CHILD PROTECTION**
IN HUMANITARIAN ACTION

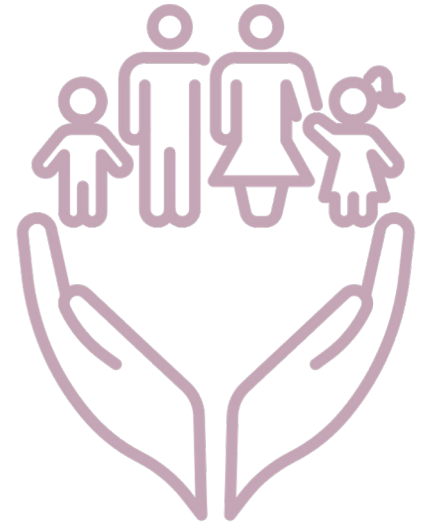


Humanitarian
Standards
Partnership
2019 Edition

Priority activities for 2022

- Dissemination of Community Child Protection Volunteer Toolkit & Training Manual
- Survey of CP actors to map use of task force resources, identify access barriers, and brainstorm solutions to increase uptake
- Develop indicators to measure impact of community-level approaches
- Continue to support shift from community-based to community-led approaches

Family Strengthening Task Force



Family Strengthening Task Force Members:

- **Co-leads:**



Save the Children®



- **Member organizations:**



Family Strengthening Task Force



Outcome:

- Child Protection actors in humanitarian settings have improved access to tools, resources, and events to support their work for families in promoting child well-being and protection

Family Strengthening Task Force



Key Objectives

- Global stakeholder (humanitarian response practitioners, donors, researchers, policymakers) have improved access to resources and evidence for family strengthening programming in humanitarian settings.
- Multi-Sectoral practitioners have access to programmatic guidance and learning platforms that incorporate evidence generated on family strengthening.
- Improved inter-agency collaboration around interventions related to Family Strengthening in humanitarian settings

Family Strengthening Task Force



Summary of 2021 Activities and 2022 Plan

- Update Mapping of Global Family Strengthening Resources
- Collect case-studies regarding challenges and successes in national, regional, and global Family Strengthening approaches, programs, and activities. Link the content of the case -studies to the generated list of topics formulated by the FSTF members
- Consult with relevant stakeholders to identify gaps in available global resources and suggest follow up activities to improve existing resources or launch new ones

UASC Task Force

2021: Year In Review



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

A Year of Emergencies

- Ethiopia: internal displacement and refugee situation
- Western and Central Africa: conflicts and displacement
- Americas: continued family separation
- Afghanistan: separations during flight
- COVID 19: new separations and challenges to reunification

Key achievements in 2021

- Continued engagement of practitioners from across the world
- Dissemination of the UASC Handbook and UASC Toolkit
- Technical support to emergencies through membership
- Key Considerations guide on Family Tracing and Reunification during COVID-19 and other infectious disease outbreaks
- FTR and Alternative Care modules of the Case Management Training Package
- Fundraising to develop guidance and training module on preventing family separation

Join the UASC Task Force

- uasc.tf@alliancecpha.org

2021 Alliance Donors

Thank you to our donors who supported the Core Functions of the Alliance the strategic activities outlined in the Alliance Work Plan during 2021.



USAID
FROM THE AMERICAN PEOPLE



UNHCR
The UN Refugee Agency



Sida

SWEDISH INTERNATIONAL
DEVELOPMENT COOPERATION AGENCY

Thank you!

**For more information, visit us at
www.alliancecpha.org**



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