



Child Protection in Emergencies

Trainer's Manual

**Gender and Child Cell
National Disaster Management Authority**

Child Protection in Emergencies

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Moduel 1: Introduction to the Children Protection In Emergencies (CPiE)

This two day training manual for Children Protection in Emergencies is designed for government, NGOs and any other relevant staff to introduce the key components of a child protection response in a humanitarian situation in Pakistan. It provides practical tools and templates to develop an understanding of the issues faced by children in emergencies and hopes to strengthen awareness of decision makers and programme implementers alike. It is a compilation of training guidance and resource materials from different sources that can be adapted to suit the needs of the participants.

1a. Training Schedule:

SESSIONS	TIME
DAY ONE	
Welcome and Introduction	30 minutes
Module 1 - Intro to Child Protection	1 hour 30 minutes
Module 2 - Children in Emergencies	3 hours
Module 3 - Child Protection Assessments	1 hour
DAY TWO	
Module 4 - CPiE programming	3 hours
Module 5 - Children and DRM	2 hours
Plenary	30 minutes
Evaluation	30 minutes

1b. Structure of the Manual:

Each module consists of:

Suggested Exercises and Methodologies:

These are exercises designed to illustrate the conceptual learning in the module and to allow participants to learn from their own experience. The trainer is welcome to use any other suitable exercises to make concepts clear to the participants. The exercises in the manual are a guide that can be used in their original form or can be modified according to the context. Examples of slides to create a presentation are also included.

Trainer's notes:

The trainer's notes are to be used as a guide while conducting the exercises. They are provided as a supplement to aid preparation of the exercises and presentations where required

Handouts:

Where applicable, these are to be given to the participants to take away and can be used as resources and reminders at a later date while planning a CP response.

Additional Resources:

The resources are aids that can be used to develop presentations and can serve as background reading for the trainer while preparing the training. They will also allow the trainer to choose material relevant to their context and can aid preparation of training on a particular area of CPiE.

1c. How to facilitate the training

Beginning the training¹

Introductions

Facilitators should begin the training by welcoming the participants and introducing themselves. There are a number of exercises that can be done for participant introductions. For example, ask participants to get into pairs and find out what their partner's name is, where they are from and if they can share one happy memory from their childhood. Going around the room, each person can be asked to 'introduce' their partner to the whole group, starting with their name, where they are from and their childhood memory. Alternatively, the facilitator can ask the participants if they know a game that can be played to introduce the participants. This encourages participation

Establishing Ground Rules

It is important at the beginning of every workshop to establish what the ground rules will be. Participants should suggest and agree on the basic rules that everyone should follow to help the training go smoothly. Ask participants to suggest some basic rules (for example, to 'be on time', 'let one person talk at a time', etc). The facilitator should write the agreed rules down clearly and hang them somewhere visible to all. Talk through the list whilst writing it down to make sure everyone understands. A point on confidentiality should be listed.

1d. Tips for good facilitation

Non-verbal communication

- Maintain eye contact with everyone in the group when speaking.
- Stand in front of the group, particularly at the beginning of the session. It is important to appear relaxed and at the same time be direct and confident.
- React to what participants are saying by nodding, smiling or engaging in other actions that show you are listening.
- Avoid pacing around or addressing the group from a place where you cannot be easily seen.

Verbal communication

- Ask open-ended questions that encourage responses. If a participant responds with a yes or no, ask: "What makes you say that?"
- Ask other participants if they agree with a statement someone else makes.
- Be aware of your tone of voice. Speak slowly and clearly.
- Let participants answer each other's questions. Say: "Does anyone have an answer to that question?"
- Encourage participants to speak and provide them with positive reinforcement.
- Paraphrase participants' statements in your own words. You can check your understanding of what they said and reinforce statements.
- Keeps the discussion moving in the direction you want to. Watch out for disagreements and draw conclusions.

Facilitator's Adult Learning Checklist

1. Is the atmosphere of your session friendly and encouraging?
2. Have you taken any steps to address the fears the participants listed in the beginning?
3. Will your teaching methods allow for participants to share previous experience?
4. Do participants feel rewarded for their participation in the sessions?
5. Have you made it clear that you are available for additional help if any of the participants are having difficulty understanding or following the sessions?
6. Are you making the first few minutes of the sessions attention grabbing?
7. Are you factoring in enough group work and exercises?
8. Are you avoiding lecturing directly or at least limiting it to 10-20 minutes?
9. Have you built in regular feedback sessions?

¹Facilitating the training: Child Protection Training Manual- Facilitator's Guide for Teacher Training- Save the Children UK- International Save the Children Alliance (2007), *Advocacy Matters: Helping children change the world.*

Leading the sessions

- Begin the sessions by going over the key learning points for each session.
- Create a 'parking lot' of questions raised that do not fit into the sessions. Make time to cover these later. This will avoid distractions but ensure that the issues are discussed.
- To provide closure, briefly summarize the main points at the end of each session.
- Discuss whether participants feel the key learning was achieved.

1e. Participatory methodologies

The sessions should be run in a way that the participants feel engaged and are keen to get involved and contribute ideas. Here are a few techniques that can be built into the sessions to promote participations:

Working in groups

Small groups: Participants can form into groups of any size (i.e. 3-5 people) to discuss a topic. Groups can be assembled randomly, for example, by counting round a circle 1, 2, 3, ... 1, 2, 3, ... or according to where participants are sitting. These groups can change for different exercises.

Buzz groups: Participants can be grouped into groups of three or four at the beginning of the workshop as closed groups that are set to come together for each of the exercises. These small groups enable participants to get to know each other and build trust over time.

Techniques to promote experience sharing and reflection

Brainstorm: This is often used in a large group or plenary. Its importance is that all ideas or points that are made by the group are accepted before the facilitator makes any judgments. This enables all thoughts and suggestions to be voiced. Analysis, evaluation, agreement, and disagreement will follow.

Index cards: Each participant writes down their ideas on a piece of paper that is collected and posted on a board or large piece of paper along with the other notes. This enables the facilitator to cluster answers and suggestions.

Quiz the experienced: Participants pose questions to the whole group, for example: "What do I do if..." Some empty chairs are placed in the centre of the room and participants who have suggestions can go in and respond about how they would handle the problem. When they have answered they leave the chair.

Role-play: involves acting out pre-assigned roles that illustrate the problem or issue at hand. It can help participants understand how others feel or how actions affect people differently.

Story circles: The facilitator identifies a common theme around which each participant tells a story s/he has personally experienced. In small groups each participant has a chance to share a story in no more than three minutes. No questions are asked until all stories are complete. Confidentiality is a condition of participating in a group. The method often bonds the group emotionally.

Debates: This is useful when there are different strongly held views among participants on a topic. The facilitator usually provides a statement or a question and asks participants to argue the case or answer the question from differing standpoints. Time is usually allowed for the different groups to develop their 'case' and then there is a plenary session where the cases or arguments are debated.

Energisers: Energisers are useful activities or games that can provide a short break from the training for participants when energy levels are low. Ask participants if they have any idea for energiser that they would like to share with the group. Below are some examples:

Birthday line-up: People line up according to the day and month of their birthday. It's a quick way to get people out of their chairs and stretch their legs. It can be used to help form groups.

Experience line-up: People line up according to their length of service with a specific organisation or government department. This is good as an icebreaker at the beginning of the workshop, and can help form groups of mixed experience.

Fruit salad: The facilitator divides participants into an equal number of three to four fruits (for example oranges and bananas). Participants then sit down in a circle and one person stands in the centre. The facilitator shouts out the name of one of the fruits, such as 'oranges', and all the oranges must change places with one another. The person who is standing in the middle tries to take one of their places as they move, leaving another person in the middle without a chair. The new person in the middle shouts another fruit and the game continues. A call of 'fruit salad' means that everyone has to change seats.

Match the cards: The facilitator chooses a number of well-known phrases, and writes half of each phrase on a piece of paper or card. For example, they write 'happy' on one piece of paper and 'Birthday' on another, or 'Save' and 'Children'. (The number of pieces of paper should match the number of participants in the group.) The folded pieces of paper are put into a hat. Each participant takes a piece of paper from the hat and tries to find the member of the group with the matching half of the phrase.

Names in the air: Ask participants to write their name in the air first with their right hand, then their left hand. Finally, ask them to write their name in the air with both hands at the same time. Or they can use their elbow, nose, knee or any other part of the body. This exercise helps people to stretch.

1f. Sample Evaluation Form

At the end of the workshop, a thorough evaluation should be done as an exercise for all participants. An example of a questionnaire that can be used is below.

The feedback given through the evaluation form should be collected and the facilitator should review the suggestions raised.

This training manual should be adapted on an ongoing basis based on the feedback from participants.

End of Training Evaluation Form

This questionnaire can either be filled in by participants individually or in pairs. The forms should be filled in by the participants, but the facilitator should be sure to make clear that these can be done confidentially if preferred.

1. Did the training cover what you thought it would cover? Did it meet your expectations?
2. Name one thing that you have learnt that is really interesting and you will take away with you
3. Which session did you find the most useful?
4. What session did you find the least useful?
5. How did you find the level of the training. Was it generally too hard, or too easy, or about right?
6. What different 'ways of learning' did you like the most'? (Whole group discussions / small group work / role plays / exercises outside etc)
7. What other topic would you like to have training on in the future?
8. Will you be able to apply what all you learned during this workshop in your work?
Definitely not - Probably not - Not sure - Most likely yes - Definitely yes
9. Do you think the group will be able to apply what they learned?
Definitely not - Probably not - Not sure - Most likely yes - Definitely yes
10. Additional comments and suggestions are most welcome!

Module 2 : Introduction to Child Protection

Session Outline

Key concepts	Children have the right to protection and care Children are different from adults and have unique needs
Definitions	CP: Child Protection
Session objective	By the end of the session participants will be able to : - Explain the key actors/groups in child protection - Describe the four main types of abuse - Give reasons for child protection
Outcomes	Participants will increase their understanding about why individuals and organisations should be committed to child protection Participants may relate to children’s feelings of powerlessness, being small, and having few resources and choices. Participants may also relate to how we can learn important messages/information by playing games
Suggested Time	1 hour 30 minutes Balloon game: 30 minutes Abuse exercise: 30 minutes Presentation time: 30 minutes
Methods	Time for learning: because this activity very explicitly engages the emotions as well as the intellect, ensure that there is enough time for discussion so that participants don’t feel rushed. Often the learning deepens as the discussion and implications “sink in”. Internalization: the activity is a good way for participants to internalize more cerebral information they’re dealing with, particularly information that’s difficult to understand.
Materials	Inflated balloons tied with 1 foot strings (or rubber bands) enough for 1/4 of the participants. Balloon game debriefing questions.
Handouts	Different types of abuse
Logistics	For the first part - the Balloon Game - you’ll need the space cleared of chairs. Ask participants to each take their chairs and stack them against the wall. In discussions have the group sit on the floor. Re-arranging the chairs can distract from the flow of discussion
Additional Resources	For ready-made presentations that contain useful information and material for background reading, please refer to the CPiE toolkit CD produced by Unicef- Section 01- Understanding Child Protection and 05- Abuse and Exploitation. These presentations can also be adapted to suit the time that needs to be spent on each topic depending on the needs of your group

Definition of Child protection:

Child Protection is the prevention of and response to abuse, neglect, exploitation of and violence against children in emergencies.

2a- Child Protection: Key actors/groups in child protection- Reasons for Child Protection

Exercises and Methodology:²

Exercise 1.1: Balloon game

Suggested time: 30- 45 Minutes

1. Explain to the participants that we are going to play a game. Divide participants into 4 groups. Give each group instructions separately, out of hearing of the other groups.
2. Debrief the game: Ask groups 1 - 3, in turn, how they felt, and group 4, what they observed.

Group 1: Tie balloons to their ankles. They will have no instructions.

Group 2: Stand by a person with a balloon. Protect that one person only. No talking allowed.

Group 3: Pop all the balloons as quickly as possible, and strategize however they like in order to do that.

Group 4: Simply observe.

Note: do not inform groups 1,2 or 4 about the aim of the game (to pop the balloons). Only group 3 should know. Start the game with the blow of a whistle or calling out "the game will now start". Allow just one or two minutes (this is usually enough time for most of the balloons to be popped).

Debrief the game: Ask groups 1 - 3, in turn, how they felt, and group 4, what they observed

Typical responses might be:

Group 1: Felt frightened; didn't know what was going on; felt attacked; felt frustrated; felt confused.

Group 2: Frustrated because I didn't know what was going on; didn't have time to prepare; couldn't protect the person because the attackers seemed to have a plan; the person I was protecting ran away from me; thought I could protect in the beginning, but had no chance.

Group 3: Great; easy to squish the balloons; once we got into the game it was easy; had a lot of control.

Group 4: Why didn't group 2 organize? Why didn't you intervene?

3. Discuss what was needed by each group to prevent the balloons being popped:
4. Ask participants to think about child protection and discuss what the 4 groups could represent:

Group 1: They needed to know what was going on; they needed to have a strategy and skills to stop people attacking.

Group 2: They needed to know what was going on; they needed to combine forces and protect as a group, not just as individuals; they needed to know the likely tactics of Group 3.

Group 3: They needed to know that it wasn't as easy as they first thought.

Group 4: Needed to feel they could get involved and do something

Purpose of exercise:

Group 1: Children in our protection.

Group 2: Adults who are doing their best to protect certain children and laws that protect children

Group 3: Adults who have no regard for child rights; they take advantage of opportunities to abuse children. They have time to plan. They look like everyone else. There is no visible profile for an abuser.

Group 4: Adults and children who stand by and do nothing.

²WV Children in Emergencies Manual- Heather Macleod and Carol Toms-2006

5. Ask participants to think of this game in the context of child protection and what actions are required in the four groups to protect children. Put into a box the following:

Children: Need to have skills to protect themselves, need to have adults to listen to them, need to be able to communicate with adults

Protectors: Need to work together for more impact e.g. Child protection networks, know and advocate for laws to be implemented, communicate well with children, know what types of abuse are common and risk factors for children, need to know the nature of abusers

Abusers: Need to know that their behaviour is unacceptable, need to be able to access services to prevent further abuse, need to know they are responsible for their interaction with children - the child is not.

Observers: Need to know about child abuse and what they can do about it. They need to know the laws that protect children and the services available to help children, their families and the abusers and their families.

6. Ask participants what reasons they can think of for child protection. Write them on a flipchart.
7. Explain that we can talk about them in three different categories: children's rights, ethical and faith based.

Children's rights - the right to protection is clearly outlined and linked to the right to survival, development and participation.

Ethical - children are nearly half the population affected by humanitarian crises so we cannot ignore them. Humanitarian organizations often refer to children in their marketing messages and so it is legal/ethical to respond to their needs.

Faith based - all major religious traditions, have a tradition of respect and care for children.

2b- Different types of Abuse

Explain abuse is usually categorized into four main types.

- a. Physical
- b. Emotional
- c. Sexual
- d. Neglect

Prepare slides from the 'Different types of abuse' handout (H1) or use slides from the presentations in the CPiE Toolkit CD.

Exercise 2.2:

Suggested time: 30 minutes

After giving participants some background regarding the four different kinds of abuse, the following exercise can be carried out. The following statements can be presented in a slide to the whole group and people can say whether they agree or disagree with the statements by raising their hands. This exercise usually generates a lot of discussion so it will be important to manage time and give everyone a chance to speak. The exercise is designed to get participants to think and discuss issues around abuse and what may constitute abuse in the local context. Do not expect everyone to come to agreement; Participants can continue discussing issues during break time. The statements can be adapted or replaced depending on the context.

1. Abuse in our context

Read the following statements and decide whether you agree or disagree with them. Tick the ones you agree with and put a cross against the ones you do not agree with.

- Physical discipline is socially and culturally acceptable in Pakistan, so it is OK to use it as a way of controlling children, at home and in school
- Sexual abuse is not really a problem in Pakistan if it happens, it happens only very rarely
- Reporting abuse is likely to make things worse for the child so it is better not to do anything
- Levels of poverty across Pakistan mean that many children could be defined as suffering 'neglect', so this is not a helpful concept
- Disabled children are less likely to be abused than other children
- Most parents do not want to hit their children they just don't know what else to do
- Some children are very difficult and get criticized/shouted at a lot that doesn't mean they are emotionally abused
- Staff employed to work with children, like teachers, are unlikely to abuse them
- Children often lie about being abused

Handouts (H2):

Handout on Types of Abuse

FORMS OF ABUSE

There are four main categories of abuse to be aware of:

Physical:

This can include any direct acts of physical injury upon a child or young person, which are not the result of an accident. This can also include tasks and errands, which clearly exceed the capacity of the child to manage safely.

Sexual:

This includes all forms of sexual acts perpetrated upon a child by another person. This issue is more complex when between older children of similar age groups. The essential issue is one of exploitation, which is considered to have occurred if an adult perpetrated the activity on a child and/or involved a misuse of power, services, age or authority. This can also include exposure or failure to prevent the exposure of children to all forms of pornography and sexual acts.

Neglect:

This relates to the persistent failure to prevent the exposure of a child to danger, or the extreme failure to carry out important aspects of care, medical or physical which results in the significant impairment of the child's health or development.

This can occur when a worker fails to adequately supervise the safety of children or exposes any child to extreme conditions or preventable risk of serious injury.

Emotional:

This is persistent and psychological ill treatment, which results in a severe impact upon a child's behaviour and development. It will involve a denial of normal respect and may take the form of persistent personal criticism, humiliation or discrimination in the absence of any positive interest or concern. This can happen in situations when children are subject to a persistent level of discrimination due to being unaccompanied, low status, gender, religion, disability, ethnic background and/or bullying as a result of the unrealistic expectations of others.

Module 3: Children in Emergencies

Session Outline

Key Concepts	Code of conduct (COC)
Definitions	CPiE
Session objective	By the end of this module participants will be able to understand <ul style="list-style-type: none"> - the needs of children in emergencies, the context in Pakistan and the mechanisms for emergencies - basics of Codes of Conduct - Basics of International Humanitarian law instruments
Outcomes	The participants may feel inhibitions about talking about the content of the code of conduct- especially the parts about sexual behaviour. However it is really important for them to understand the need to be explicit in explaining that certain behaviour is completely inappropriate. Discretion can be used relevant to the participants background and context.
Suggested Time	3 hours (including presentation and exercises) 3a: 30 minutes 3b Exercise- Impact of emergencies: 45 min 3c: IASC principles: 45 minutes 3d:IHL and Local law:15 minutes 3e: GCC NDMA Policy Guidelines on Vulnerable Groups in Disasters (Children Section): 30 minutes
Methods	This module is information heavy because there is quite a lot to read. Some participants should already be familiar with the issues related to CPiE but the rest may be new to them. It helps if there is time for the participants to read the material before the session. Depending on group size, the activities can take place in one group or the group can split up.
Materials	Flipcharts and markers Photographs of individual children – each should represent a different group, e.g., disabled child, teenage working child, young mother, school child etc
Handouts	<ul style="list-style-type: none"> - Brief version of CRC - List of International Frameworks and Commitments applicable to Children and other Vulnerable Groups During an Emergency - Current Child protection Legislation in Pakistan
Additional Resources	CPiE Toolkit CD for Pakistan <ul style="list-style-type: none"> - Samira Video in relevant language - Presentation on child rights in 01 Understanding Child Protection - Red Cross Code of Conduct p317-321 (Sphere manual) - GCC NDMA Policy Guidelines on Vulnerable Groups in Disasters (Children Section)

3a- The Pakistan Context in Brief- Natural Disasters and Complex Emergencies

Disaster management structures in Pakistan

The session can be started with playing the 'Samira' video listed in the resources section above. Ask the participants to think about the issues but the discussion will take place in session 2b.

2a- Emergencies in Pakistan- Material for presentation

Suggested time: 30 minutes

Emergencies refer to natural disasters (eg: earthquakes, floods, etc) and man-made disasters (eg: conflict, epidemic outbreak, etc), including rapid onset (eg: earthquake), slow onset (eg: famine) and chronic (eg: protracted conflict and displacement) situations. An emergency can typically be defined as: "A situation where lives, physical and mental well-being, or development opportunities for children are threatened as a result of armed conflict, disaster or the breakdown of social or legal order or where the local capacity to cope is exceeded or inadequate".

1. **Pakistan's Vulnerability to Natural Disasters:** Pakistan often suffers from natural and human induced hazards that affect the lives and livelihood of its citizen. Natural disasters include floods, earthquakes, landslides, cyclones, and droughts and human induced disasters such as fires, civil unrest, terrorism, refugees and internally displaced people, health epidemics, transport accidents, industrial accidents and wars. Along with a range of physical, social and economic vulnerabilities, Pakistan is highly prone to disasters which have been further compounded by climate change. An overview of the major disasters in Pakistan is as under:

Floods: Floods are most frequently occurred natural disaster in Pakistan which particularly hit Punjab and Sindh while hill torrents tend to affect the hilly areas of Khyber Pakhtunkhwa, Baluchistan, Gilgit Baltistan (GB) and Federally Administrated Tribal Areas (FATA). The magnitude of 2010 floods was significantly high both in scale and destruction causing huge human and financial losses.

Droughts: Pakistan is vulnerable to long droughts and also to seasonal droughts. Hence, at an average, in every 10 years drought prevails for 2-3 years. In recent years, drought has brought extensive damages to Baluchistan, Sindh and Southern Punjab in terms of affected livelihood, human deaths, migration of tens of thousands of people and loss of large number of cattle.

Earthquakes: Pakistan lies in a seismic belt and therefore suffers from frequent earthquakes of small, medium and high magnitude. Major cities of Pakistan are significantly vulnerable to earthquakes and located on the edges of high risk areas. Four major disasters have hit the area in 20th Century including: 1935 Quetta earthquake, 1945 Makran Coast earthquake, 1976 GB and 2005 earthquake Azad Jammu & Kashmir (AJ&K) and KP earthquake.

Cyclone: Coastal belt of Pakistan is highly vulnerable to cyclone and associated storm surges. The losses to infrastructure were estimated at PKR 750 million. In the recent past Pakistan has suffered from cyclone YEMYEN in 2008 and Cyclone PHET in 2010. Fifteen cyclones were recorded between 1971 and 2010.

Landslides: The regions of AJ&K, GB and parts of KP province are particularly vulnerable to landslide hazard. Aside from the young geology and fragile soil type of mountain ranges, accelerated deforestation is a major cause behind increased incidences of landslides. On January 4, 2010 a massive landslide triggered in Attaabad village of district Hunza-Nagar, GB.

Avalanches: The hazard of avalanches in the regions of AJ&K and GB of Pakistan is common and is identified as the potential avalanche path. These avalanches cause casualties, damages to properties and losses to livelihood.

Climate Change: Due to global warming, Pakistan is experiencing rapid climate change resulting in increased hydro-meteorological disasters such as increased droughts, floods and shift in weather pattern. These climate changes could also affect human health, animals and eco-system.

3b- Impact of Emergencies

Slides for impact of an emergency

Begin the session with a brief introduction to the topic. The text below could be used or adapted.

Increasingly, most organisations, whatever their size, have to respond to emergencies whether these are a result of natural disasters or man-made conflicts. Although there are exceptions, like natural disasters such as the tsunami at the end of 2004 and the Pakistan earthquake in 2005, most emergency situations are in some way predictable.

Relief organisations know that every year, monsoons, droughts and flooding regularly devastate different parts of the world at certain times, as do unstable governments and political situations. However, there is no doubt that child protection is low on the agenda in most emergency situations despite the fact that in emergencies all children are vulnerable, particularly those without their parents or close family members.

For Example- Save the Children has identified seven critical types of protection that children require in disaster affected areas.

1. Protection from physical harm.
2. Protection from exploitation and gender-based violence.
3. Protection from psychosocial distress.
4. Protection from recruitment into armed groups.
5. Protection from family separation.
6. Protection from abuses related to forced displacement.
7. Protection from denial of children's access to quality education.

We will not have time in this training to address all of these so we will focus here on:

1. introducing the need to protect children in emergencies
2. tools for determining child protection risks in emergencies
3. highlighting the potential abuse and exploitation of children that can take place⁴

³Child Protection in Emergencies and the Public System- PDMA KPK, 2014

⁴Child Protection in Emergencies; Priorities, Principles and Practices; The International Save the Children Alliance- 2007

Exercise 3.1

Suggested time: 45 minutes

Prepare the flipchart by attaching a picture of a child in the centre of one piece. You will need several of these one for each small group each with a different picture representing a different child.

Think about the photographs yourself before you lead the session, run through the exercise in your head to think about what you might say for each child.

Use the information provided at the end of the session to help you lead the closing discussion.

Process

1. Explain that in this session you are going to explore the effects of emergencies on children, including the varying impacts of emergencies on different groups of children.
2. Split participants into small groups. Give each group a piece of flip chart paper with a photo of a child in the centre.
3. Give the groups 20 minutes to explore the possible impact of emergencies on the child in the picture, writing their answers around the photo on the flip chart. Ask them to draw on any experiences of working in an emergency context to help them.
Ask participants to think about a wide range of impacts including issues such as food, shelter, exploitation, abuse, family separation, and access to school. Ask them to identify short and long-term impacts, and to consider the varying experiences of different groups of children.
4. Bring the groups back together to discuss their work. Ask the groups to present their flip charts to the rest of the participants.
5. Use the following information to guide and inform the discussion.

Trainer's notes-The major needs of different children during emergencies⁵

All children need food, shelter and health care. In addition, the particular needs of specific groups include:

Very young children: immunisations; special baby foods, and warm clothing. Adolescent boys: protection from abuse and exploitation, especially physically hazardous/demanding forms of work and recruitment into the armed forces; education or skills training, and recreation facilities.

Adolescent girls: protection from abuse and exploitation, especially sexual abuse and exploitation; education or skills training; adequate sanitation, including safe and private toilet facilities and sanitary towels, and recreation facilities.

Children with disabilities: artificial appliances such as hearing aids or crutches; occupational or physical therapy; help meeting specific nutritional requirements, and assistance safely moving between locations and within camps.

Separated children: documentation and tracing for rapid reunification; places in interim care centres and support overcoming traumas that may have led to separation (see also the needs of very young children and adolescents above).

Children made vulnerable by HIV/AIDS: additional medical care and anti-retroviral drugs as appropriate; support to families or communities caring for the sick; extra support to overcome the loss of a worker/person earning money in the household; help meeting specific nutritional requirements.

Additional resources to develop understanding of trainer:

Basic services not reaching the most vulnerable children:⁶

Access to basic services can be an issue before a humanitarian emergency but there are additional factors during an emergency that can increase the vulnerability of some children and their families.

This will vary with each disaster. Vulnerability factors can include remoteness from the main centres of distribution, loss of primary caregivers, injuries or illness due to the disaster or pre-existing, discrimination due to race, religion, culture, social status, political views and other factors.

What we can do about this:

We can ensure that humanitarian workers are well aware of the factors that impact upon vulnerability. We can encourage preparedness planning that includes a solid analysis of the situation of children to identify these factors. During assessments we can ask questions and observe situations which may increase vulnerability and design programmes to reduce vulnerability.

⁵WV Children in Emergencies Manual- Heather Macleod and Carol Toms-2006

⁶WV Children in Emergencies Manual- Heather Macleod and Carol Toms-2006

Abuse within the community or by aid workers:

Some children may have been abused before a humanitarian emergency and this may be ongoing. Family stress and disruption to the routine may lead to new cases of abuse. Communities will be coming into contact with many more strangers and foreigners than before the disaster. Some of the strangers and foreigners may not have good intentions towards children and their community. It is very important that communities know the standards of behaviour to expect from aid workers.

What we can do about this:

We can ensure that our staff know and understand the IASC code of conduct and how to behave with children. We can advocate that organizations and agencies have a child protection policy in place. We can tell the community about what is expected of aid workers. We can encourage the community to report their concerns.

Trafficking/exploitation:

Children may be at additional risk of trafficking and exploitation as they get more used to strangers and foreigners visiting their camps. Traffickers may target poor families with inducements such as the promise of a job in the city.

What we can do about this:

We can inform children and communities of the dangers of trafficking. We can try to identify vulnerable families so that preventative action can be taken. We can advocate for stronger policies to prevent trafficking.

Placement in orphanages:

Families who feel they cannot cope and meet the needs of their children [especially single parents, or families where there is no income] may feel that they should put their children into institutions. All leading children's organisations, believe that family-based care in the community is the preferred option.

What we do about this:

We can try to identify vulnerable families so that preventative action can be taken. We can use community mobilisers to visit vulnerable families and identify options such as income generating activities, referral to specialist support, educational and vocational options. Daycare for younger children may also provide some relief. We can lobby the government to have policies that discourage institutionalisation.

School drop out:

Children may be at risk of dropping out of school for financial reasons, or because they are unable to cope with academic activities following the emergency.

What we can do about this:

In the first scenario, we need to look for income generating opportunities for the family, or provide essential school materials and supplies if this is a problem. Children who drop out as a result of emotional/social/psychological difficulties, will be encouraged to attend child-focused activities where they can receive support and be referred to specialist services if required.

Lack of activities to keep children safe:

If children don't have opportunities to use their time constructively at school or at home, they can get into difficulties. They might play in the ruins of damaged buildings and hurt themselves, they might be tempted to take up traffickers' offers, or they may experiment with substances or other risky behaviours.

What we can do about this:

We can identify safe places for children. We can work with children and design activities to suit their preferences. Child-friendly spaces, children's societies and children's playgrounds are all possibilities. In disaster affected areas, identifying safe places is critical as well as education about safety.

3c- Protecting Children in Emergencies: IASC Core Principles and Other Codes of Conduct (hand out)

Suggested time: 1 hour (including short exercise if needed)

Material for presentation:

Giving beneficiaries information

- All the codes of conduct in the world are useless if they are not publicized. If you do not know that an offer to build your house quickly in return for unethical and unlawful favors is wrong, it is hard to report anything.

Risks of not applying a code of conduct

- Risks to individuals being abused
- NGOs being exploited
- Aid misdirected

Challenges of codes of conduct

- Not widely understood or accepted outside big INGOs and UN agencies e.g Freelancers, Military/ Armed Groups and Governments
- How to give information to beneficiaries and how to reach the most vulnerable

Suggestions for Exercise 3.2 (If needed)

Guided discussion in groups:

- Questions about Code of Conduct
- Challenges participants see in applying the Code of Conduct
- What ways have they used to get information from people in various formats- what has worked and what hasn't worked

Sample activities:

- You have to brief on the Code of Conduct and Behaviour Protocols. Prepare the briefing. (20mins)
- Design a poster to convey the Code of Conduct or the IASC Core Principles without words.

3d- International Humanitarian Law and local Law

Exercise 3.3: CRC Quiz

Time: 15 mins

Materials: One copy of the UN CRC (or the Summary) for each group

Purpose: The aim is to ensure that, by the end of the quiz, all the participants are better informed of the international conventions and agreements which underpin children's rights to education. The quiz should be conducted in a light-hearted manner, with optional prizes being given to the winning group.

In addition to reading out the answers to the questions, the facilitator should elicit from the participants what they know about the CRC rather than lecture them on what they may already be familiar with.

Display the questions on a slide. Tell the participants that they are going to answer quiz questions to find out exactly what they know the CRC and children's rights. This will encourage to read them the handout (H2i) on the CRC that will be provided.

1. How does the UN Convention on the Rights of the Child define a child?
2. In what year did the CRC come into force?
3. Name the three countries that have so far failed to ratify the CRC? (one point for each) bonus question
4. The CRC sets out 4 general guiding principles that apply to all children's rights. Two of these are the right to life, survival and development (Article 6) and respect for the views of the child (Article 12). What are the other two? (one point for each)
5. How many articles are there in total in the original version of the CRC? Is it (a) 45, (b) 40, (c) 54 ?
6. The CRC articles are commonly put into three categories of rights. One of these is children's rights to survival and development. What are the other two categories?

Answers:

1. Anyone under 18 years old
2. 1989-Pakistan ratified in 1991
3. USA , South Sudan and Somalia
4. Guiding Principles: Best Interest, Non discrimination
5. 54
6. 3 categories of rights: Protection, Participation, Survival and Development

3d (i) Child Protection Legislation in Pakistan

Status of CRC in National Law⁸

At the time of ratification of the Convention on the Rights of the Child (CRC), Pakistan made a general reservation that the provisions of the CRC shall be interpreted according to the principles of Islamic Laws and values. The reservation was withdrawn on July 23, 1997. Conventions are not enforceable in Pakistan until there is enabling legislation making them law of the land. Pakistan has not introduced any such law with regard to the CRC, meaning that the Convention cannot be directly applied in the courts.

Constitution of Pakistan: The Constitution of the Islamic Republic of Pakistan does not generally distinguish between children and adults. Nonetheless, it does include a number of provisions that specifically address children:

- Art. 11(3) prohibits slavery and forced labour, and states that “no child below the age of fourteen years shall be engaged in any factory or mine or any other hazardous employment”;
- Art. 25A establishes “free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law”;
- Art. 25(3) and 26(3) allow for positive discrimination, stating that nothing “shall prevent the State from making any special provision for the protection of women and children”;

⁸<https://www.crin.org/en/library/publications/pakistan-national-laws>

- Art. 35 sets special protection for the institution of marriage, the family, the mother and the child;
- Art. 37 establishes a duty not to employ children and women in vocations “unsuited to their age or sex, and for maternity benefits for women in employment”.

Legislation: There is no comprehensive children's act in Pakistan, but provisions related to children's rights appear in both general thematic codes and specific acts. Relevant national legislation includes, but is by no means limited to:

- Child Protection (Criminal Laws Amendment) Bill, 2009
- National Commission on the Rights of Children Bill, 2009
- The Charter on the Child Rights Bill, 2009
- The Child Marriages Restraint (Amendment) Bill, 2009
- The Employment of Children Act, 1991
- The Criminal Law Amendment Act, 2004
- The Pakistan Penal Code, 1860
- Code of Criminal Procedure, 1898
- Code of Criminal Procedure (Amendment) Ordinance, 2006
- Probation of Offenders Ordinance, 1960
- Juvenile Justice System Ordinance, 2000
- Protection of Women (Criminal Laws Amendment) Act, 2006
- Law on Honour killing, 2006
- The Punjab Destitute and Neglected Children Act, 2004
- The NWFP Child Welfare and Protection Bill, 2009
- The North West Frontier Province Elementary Education Foundation Ordinance, 2002
- The Punjab Education Foundation Act, 2004
- Sindh Child Protection Authority Bill, 2009
- The AJK Child Protection Authority, Bill 2009
- Protection against Harassment at Workplace, Bill, 2009
- Domestic Violence against Women and Children (Prevention and Protection) Bill, 2009
- Guardians and Wards Act, 1890
- Prevention and Control of Human Trafficking Ordinance, 2002
- Prevention and Control of Human Trafficking Rules, 2004
- Control of narcotics Substances act, 1997

Compliance with the CRC

While the Committee on the Rights of the Child welcomed the adoption of new national legal acts and amendments to current regulations, it noted with regret that most of these legal acts have not been sufficiently implemented and expressed concerns “about the apparent lack of a legislative framework harmonized with the Convention in many areas,” as described below.

In Depth Analysis

The Committee noted in particular concerns around the lack of a uniform definition for a child, including differences between the age of majority for boys and girls. In general, the Committee also felt that discrimination was a major issue in Pakistani laws, not only on the basis of gender, but also religion, race/ethnicity, disability, income, and a rural/urban divide. Children with disabilities, refugee children, and children affected by armed conflict in particular faced serious difficulties given the lack of even basic support services.

The Committee also remarked on Pakistan's low rate of birth registration and enrolment in primary education. In examining the country's juvenile justice system, the Committee lamented the low minimum age of criminal responsibility and expressed further concerns around reports of torture and ill-treatment of children in detention and other state-run institutions. It was also reported that tribal justice systems imposed inhuman sentences on children, including whipping, amputation and stoning.

Additional Resources:

For up to date information on legal developments in Pakistan see:

<http://sparcpk.org/SOPC 2013/TableofContents.pdf> ; The complete report, State of Pakistan's Children 2013, is available for download. Also see <http://main.crlc.info/> and <http://pakistan.childrightsdesk.com/>; The Child Rights Desk is not functional anymore, however there are resources on the website that were last updated in Dec 2012.

Handouts (H3):

H3(i): Brief version of the UN CRC

http://www.unicef.org/crc/files/Rights_overview.pdf

UN Convention on the Rights of the Child - General Principles

- 1 Art 2 all rights guaranteed by the UNCRC available to all children without discrimination;
- 2 Art 3 the best interests of the child must be a primary consideration in all actions;
- 3 Art 6 every child has the right to life, survival and development;
- 4 Art 12 children's view must be considered and taken into account;

Protection rights ensure children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; children in the criminal justice system; children in employment; and children who have suffered exploitation or abuse of any kind.

- 1 Art 22 Refugee children
- 2 Art. 38 Protection of children affected by complex emergencies
- 3 Art. 39 Rehabilitation of children affected by complex emergencies

H3(ii):

List of International Frameworks and Commitments applicable to children and other vulnerable groups during an emergency:

1. The Universal Declaration of Human Rights (1948);
2. The Hyogo Framework for Action (HFA) 2005-2015 Building the Resilience of Nations and Communities to Disasters (HFA), is a 10-year global pact agreed in 2005 by nearly 170 governments.
3. UN Convention on the Rights of the Child (UN CRC-1989): Re-states the basic human rights of children and identifies when they need special protection (e.g. when separated from their families). The protocols require positive action on specific child protection issues for states that are parties to them.
4. UN Convention on the Rights of Persons with Disability (UN CRPD-2006): Aims to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disability, and to promote respect for their inherent dignity. The CRPD supports the rights of people with disability under all other human rights treaties, as well as dealing specifically with awareness-raising regarding persons with disability, non-discrimination and accessibility of services and facilities. There is also special mention of 'situations of risk and humanitarian emergencies' (Article 11).
5. Manual on International Law and Standards Applicable in Natural Disaster Situations (International Development Law Organization, 2008).
6. Operational Guidelines on Human Rights and Natural Disasters (IASC, 2006), were designed to assist national and international actors in implementing a human rights-based approach to humanitarian action in disaster settings.
7. Humanitarian Charter and Minimum Standards in Disaster Response (Sphere Project, 2004), is an important source for protecting the rights of persons affected by natural disasters.
8. *IASC Operational Guidelines on the Protection of Persons in Situations of Natural Disasters (2011)*.
9. *OCHA Guiding Principles on Internal Displacement (2004)*.
10. *Minimum Standards for Child Protection In Humanitarian Action (2012)*.

H3 (iii)

	International and National Policies or Gazzetted Acts review	Status and Observations
1.	UN Convention on the Rights of Child(UN CRC)	Ratified on December 12, 1990.
2.	Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)	<p>Convention on Elimination of All Forms of Discrimination (CEDAW) against Women calls for zero tolerance against exclusion, marginalization and oppression of women in societies across continents. Pakistan acceded to the CEDAW in 1996 (with reservations on some of its clauses) but the treaty is not implemented in its true spirit as evident from continuation of oppressive policies against women in the society. It is imperative to highlight that Pakistan is not part of the succession of the treaty.</p> <p>Successive governments in Pakistan have paid only lip service to the cause of women and gender mainstreaming. No government , including present one, have shown the courage to grapple with the primitive gender discriminatory practices inherent in our political, social, legal and cultural systems. Being a signatory of CEDAW, Pakistan is legally bound to implement the treaty in letter and spirit.</p>
3.	ILO Conventions 182 and 138	Government of Pakistan has ratified ILO core convention related to Child labour; ILO Convention 138 Minimum Age of Work and ILO Convention 182 on Worst Forms of Child Labour.
4.	Millennium Development Goals (MDGs	<p>In 2000, 189 UN member countries, including Pakistan, pledged to achieve eight Millennium Development Goals (MDGs) by 2015, in order to achieve “a more prosperous and just world.”</p> <p>Almost all MDGs affect the lives of children. Unfortunately Pakistan is behind in achieving all MDGs particularly those related to health, education and nutrition.</p>
5.	International Covenant on Economic, Social and Cultural Rights (ICESCR)	Pakistan has ratified ICESCR on April 17, 2008 which is a multilateral treaty adopted by the United Nations General Assembly on 16 December 1966, and in force from 3 January 1976. It commits its parties to work toward the granting of economic, social, and cultural rights (ESCR) to individuals, including labor rights and the right to health, the right to education, and the right to an adequate standard of living.
6	Convention against Torture (CAT)	Pakistan has ratified The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment on June 3, 2010. CAT is an international human rights instrument, under the review of the United Nations, which aims to prevent torture around the world. The Convention requires states to take effective measures to prevent torture within their borders, and forbids states to transport people to any country where there is reason to believe they will be tortured.
7	International Covenant on Civil and Political Rights (ICCPR)	<p>Pakistan signed the International Covenant on Civil and Political Rights (ICCPR) in 2008 and ratified it with reservations in 2010. In 2011, the Pakistan government withdrew almost all of the reservations. Hence, since July 2011, Pakistan has almost completely ratified the ICCPR. This means that Pakistan has committed itself to upholding the civil rights and political rights of its citizens almost entirely.</p> <p>Unfortunately, Pakistan is in complete and total violation of its international obligations vis-à-vis religious freedom, civil and political rights. The consequences can be severe and it is entirely possible that in the extreme, foreign governments might stop accepting or honoring Pakistani passports as a valid travel document. South Africa faced such international isolation and was forced to give up its bigoted racial policies.</p>

8	Convention on the Rights of Persons with Disabilities (CRPD)	The convention was adopted in 2006 and came into force in May 2008. It was signed by Pakistan less than four months later, in September 2008. The purpose of the convention is “to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity”. Along with the convention, a protocol has been adopted which provides the disabled in a state party opportunities of seeking redress at the UN.
9	Optional Protocol to the UNCRC on Child Trafficking, Child Prostitution and Pornography	Pakistan stands now among 144 countries that have ratified the Protocol, reflecting global concern about the issues that it covers. In ratifying the Optional Protocol, the Government of Pakistan has committed to criminalize and punish the activities related to these offences. The Protocol requires punishment not only for those offering or delivering children for the purposes of sexual exploitation or transfer of organs, or offering children for profit or forced labor, but also for anyone accepting children for these activities.
10	UNCRC Optional Protocol on the Involvement of Children in Armed Conflict	Signing of this protocol is pending.
11	Member of Human Rights Council (HRC)	Pakistan is member of Human Right Council. Under Universal Periodic Review (UPR) mechanism, Government of Pakistan has submitted State Party report to HRC which will be reviewed in October /November 2012 session. Child Rights Movement has submitted an alternative report to HRC reflecting Civil society perspective regarding Situation of Child Rights in Pakistan.

	National Policy or gazetted Acts review	Weaknesses Observed
National/ICT		
1	Constitution of Pakistan	
2	Juvenile Justice system ordinance, 2000	
3	Child Protection Policy(draft)	Still pending
4	Female infanticide Prevention Act, 1870	
5	Guardians and Ward Act, 1890	
6	Children(pledging of labor)Act, 1933	
7	The West Pakistan Control of orphanage Act, 1958	
8	The Employment of Children Act, 1991	
9	National Plan of Action for Children 2006	
10	National Policy and Plan of Action to Combat Child Labor 2000	
11	National Education Policy 2009	Needs revision after devolution
12	Child Marriages Restraint (Amendment) Bill	
13	Bonded Labor Abolition Act	
14	Child Protection (Criminal Laws Amendment) Bill	
15	The National Commission on the Rights of Child Bill	
16	The Charter of Child Rights Bill,	
17	Prohibition of Corporal Punishment Bill	
18	ICT Free and Compulsory Education Bill	
Balochistan		
1	The Balochistan Orphanage (Supervision and control) ordinance , 1978	
2	Balochistan Child welfare and Protection Bill, 2011 Draft	Draft

1	NWFP Compulsory Primary education, Act 1996	
2	Khyber Pakhtunkhwa Child Protection and Welfare Act	
3	Khyber Pakhtunkhwa Borstal Institute Bill	
	Punjab	
1	The Punjab Compulsory Primary Education Act, 1994	
2	Punjab Borstal Act, 1926	
3	Punjab Destitute and Neglected Children Act (PDNCA) 2004	
4	Punjab Employment of Children (Amendment) Act	
	Sindh	
1	Sindh Children Act, 1955	Rules not yet notified
2	Sindh Borstal School Act, 1955	
3	Sindh Childre Protection Authority Act, 2011	
4	Sindh Orphanages (Supervision and Control) Act, 1976	Law is on paper and not implemented
5	The Right of Children to Free and Compulsory Education Act 2013	Passed in 2013-in line with article 25-A of the Constitution
	The Protection of Breastfeeding and Child Nutrition Act 2103	
	FATA	
1	Child Protection Policy	
2	Juvenile Justice System ordinance 2000	Extended in FATA but rules are notified
	Gilgit - Baltistan	
1	Child Protection Law	Bill being drafted
	AJK	
1	Child Protection Policy	
2	Child Marriages Restraint Act, 1229	Adopted from GoP
3	Guardians and Wards Act, 1890	Adopted from GoP
4	Vaccination Act, 1880	Adopted from GoP
5	Punjab Court of Wards Act, 1903	Adopted from Punjab
6	The AJK Family Courts Act, 1923	
7	Juvenile Justice System Act, 2003	

3e. National Policy Guidelines on Vulnerable Groups in Disasters

After country wide consultations in which the Gender and Child Cell, NDMA analysed the gaps in policies, guidelines and services for the most vulnerable groups in the event of a disaster, the Policy Guidelines document was approved in 2014. The following section pertains to the steps that need to be taken by the Government and other agencies alike, to protect children during the disaster preparedness and response, recovery and rehabilitation phases. The guidelines for children are included in the Children and DRR section.

THREE GUIDING PRINCIPLES TO IMPLEMENT POLICY GUIDELINES

PRINCIPLE 1: Protection From Further Harm: All possible and reasonable actions, including special measures should be undertaken to protect the Vulnerable Groups from further physical and psychological harm.

PRINCIPLE 2: All Assistance Should be Strictly on Humanitarian Basis, Proportionate to the Respective Special Needs, and without Discrimination: All persons receive immediate assistance in the event of natural disasters. It should be equal and impartial that is proportionate to their respective special needs should be ensured for the Vulnerable Groups. Considering the special needs of the Vulnerable Groups, their access to the assistance and services should be easy and facilitating.

PRINCIPLE 3: Human Rights Should be the Legal Foundation of All Humanitarian Assistance Pertaining To Natural Disasters: The entire humanitarian and relief assistance provided during natural disasters should keep human rights frameworks as a major consideration while planning and extending the assistance. The international Conventions pertaining to the Vulnerable Groups, in this case, have to be adhered to. Therefore, all measures in this regard should not discriminate on the basis of gender, race, colour, ethnicity, religious and political affiliations nor should there be any discrimination or exclusion on the basis of national minority, socio-economic, disability, age, or other status.

Module 4: Child Protection Assessments

Session Outline

Key Concepts	What are Child Protection Assessments
Definitions	Child Protection assessment
Session objective	By the end of this module participants will be able to: Understand the purpose and principles of rapid assessments for child protection and learn the basics about interagency Child protection rapid assessments
Outcomes	This section contains information that many participants may not be familiar with and is quite heavy –Suggestion is to conduct after a break.
Suggested Time	1 hour 4a: 45 minutes 4b: 15 minutes
Methods	Presentation
Additional Resources	CPRA ppt. (attached) CPRA Toolkit (available on www.cpwg.net)
Notes	The trainer's notes are quite detailed. It is suggested that the trainer uses the materials and information depending on the needs of the participants.

Child Protection Assessment: In an emergency it helps to get as much information about the issues of children so you can plan an appropriate response. Gathering of information is called an assessment.

Note: Assessments can be conducted in limited areas by agencies on their own to guide programming or an inter agency assessment can take place. Sharing of information after conducting an assessment is crucial.

4a- Differences between a Rapid Assessment and an In Depth Assessment

Background and trainer's notes:⁹

The demands of an emergency mean you can only send in limited numbers of people to assess a situation. Often there are only two or three people allocated to travel into a geographical area to clarify what is required for survival needs: food, shelter, water, health and so on. The time on the ground may be limited due to the weather, transport or the need for wide geographical coverage. So while you would like to conduct a detailed participatory assessment to gather more in-depth understanding of the issues facing children and their families in emergency settings, there is essential information which is urgently required. Assessments and the results should be coordinated with other NGOs, UN and with local government.

This is essential to prevent duplication of assessment. Communities become tired of answering the same questions and unless they experience a response that is meaningful to them, they may start refusing to answer questions, so co-ordination is critical. Realistically a one page form completed by any relief person on the ground is all one can expect in the first few weeks. This is what can be called a rapid assessment tool. Once the immediate survival needs are addressed, the in-depth assessment can be completed.

Suggested slides for presentation

Rapid assessment for child protection:
Based on legal framework (CRC and IHL)
Broad but shallow
Flags issues for follow-up
Multi-sectoral
Co-ordinated/Shared information.

Rapid assessment focuses on:
Gathering quickly information on groups at risk
separated children
Children in institutions
Children with disabilities
Children of and on the streets
General reactions and needs.

⁹ WV CiE Manual- 2006

Child-focused Emergency Assessments

Assessments enable agencies rapidly to collect information about the situation of children in a common standardised format, which can be adapted according to the situation: earthquake, flood or war etc.

Rapid assessments can be carried out by staff who are not specialists, who can gather valuable information about key threats to children. These can be reviewed later for more detailed follow up, or for an immediate response where life-threatening situations are discovered.

Children are amongst the most vulnerable in an emergency, and early identification of issues such as separation, lack of food or water and threats to life, can quickly ensure protection of children.

Assessments are done in the context of the UN Convention on the Rights of the Child, and international humanitarian law. They are also based on the legal system in the country. Assessments consider a number of issues at a relatively superficial level.

Assessments are not 'neutral' activities: they are by themselves interventions. Strangers asking questions can lead to expectations or suspicions. When assessments are carried out further into an emergency, assessment fatigue can set in. The beneficiary population may become reluctant to answer questions, as they do not see the point when many agencies have been before and have not delivered any tangible results.

Good co-ordination between agencies, and sharing of data should minimise duplication. It will however still happen when different agencies look at different angles or do not accept the data of others.

Suspicious can arise that the assessment will lead to targeting of the population. The respondents may not understand what an aid agency does, and fear that their responses could lead to problems. If sensitive issues are not handled tactfully (for example sex and gender-based violence), the community may not co-operate in other areas.

Participatory assessments are more time-consuming and are generally used when any immediate crisis is over.

It's important to explain to communities what the results are likely to be after an assessment and what the timescale may be. You should explain if you are applying for funding that it may take months to come through. If your funding mechanisms do not cover some sectors you are questioning people about, for example water and sanitation, you should explain that your agency cannot help with the situation but that the information will be passed on to others for their action. In a rapid onset emergency (natural disaster, sudden outbreak of conflict and subsequent rapid displacement) the process of rapid assessment can be carried out relatively quickly. With natural disasters, the situation is unlikely to change considerably unless there is a chain of events such as a succession of further floods or aftershocks.

Key Child Protection Issues:

- Direct threats to life
- Lack of access to essential services (especially for the most vulnerable)
- Separated or missing children
- Children associated with fighting forces
- Children in detention
- Children in institutions
- Exploitation and abuse.

Guiding Principles for all kinds of assessments:

- Introduce yourself and your organization;
- Explain purpose of you asking questions
- Obtain consent
- Don't endanger people
- Avoid raising expectations
- Information is for assistance purposes
- Look for the positive such as assets and resources.

Other items which can be added in for agencies likely to make use of information and act on include:

- Presence of basic services in the area:
 - Schools (number, type, age range, condition),
 - Health facilities (number, type, condition)
- Child labour. Do children work in this area and what do they do?
- Are there play facilities?
- What access to water and sanitation is there?

Checklist for assessments

- Gaining consent: making sure people know why you are asking questions and also what the information will be used for
- Be aware of who is in charge- Ask permission to enter buildings or compounds.
- Let informants choose what information they want to share with you
- Be careful of endangering anyone because they have talked to you or because of the kind of information they may give you- If people do not appear to be comfortable answering questions, do not press the issue leave it.
- Do not endanger yourself!
- Avoid raising expectations by making it clear that although you will pass information on, you may not be the one following up or taking action on issues raised. You cannot promise or guarantee anything.
- The purpose of collecting information is to help children and communities, not to lay blame, gather evidence or conduct an investigation. You are asking for facts which help identify and support the most vulnerable.
- When identifying vulnerabilities of affected populations, look also for the resources to respond, including the capacities resources of children, families, communities, agencies
- Focus on the information gathering not on the form when you are asking people questions and listening to their concerns- If possible memorise the key points and fill in standardised form after the conversations.
- **BE SENSITIVE TO THE CULTURAL CONTEXT!**

Purposes of a rapid assessment:

- To identify emergency issues (threats to survival) for immediate follow up and action by agencies
- To collect information to inform protective programme development
- To understand the general situation of children
- To identify the presence of key vulnerable groups of children.

Participatory assessment:

When the emergency has a slow onset, or the immediate crisis of a rapid onset emergency has passed, a participatory assessment will be feasible. A participatory assessment focuses more on the local coping mechanisms which protect children. They aim to find out more about them in order for use in programme design.

Purposes of a participatory assessment:

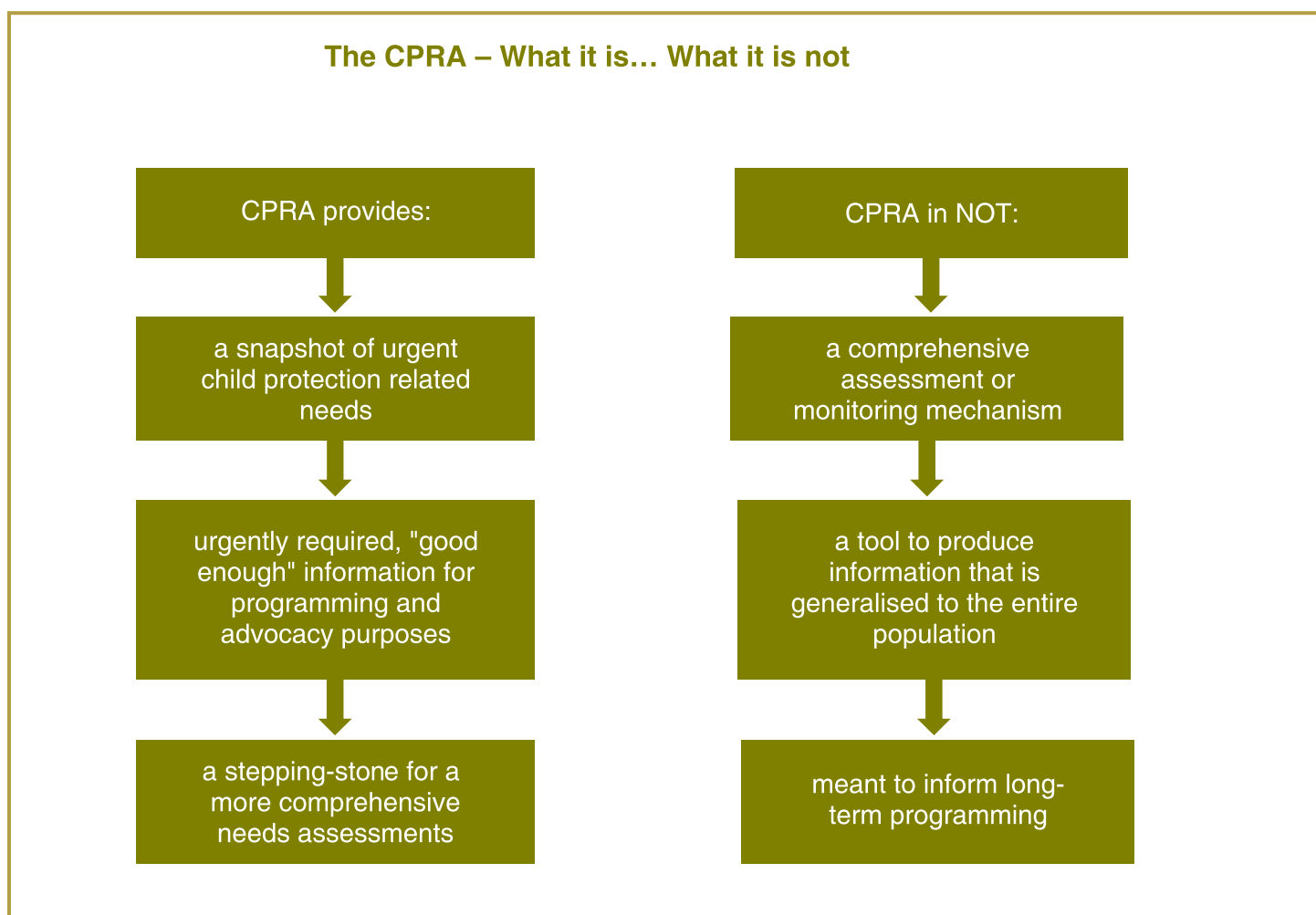
- Understand knowledge, attitudes and practices related to children
- Examine the push/ pull factors for vulnerable groups
- Understand the local coping mechanisms
- Listen to children's views about their situation
- Involve the community in assessing their situation.

Strengths of the Approach	Weaknesses of the Approach
<ul style="list-style-type: none"> • Gives local community opportunities to identify problems and vulnerable groups themselves • Ready made bank of questions • Questionnaires available for various situations (institutions, different community groups and so on) • Enables the agencies to identify responses to broader issues e.g. water and sanitation, health, NFIs, and gaps in coverage • Enables agencies to be consistent in the topics they cover • Gives other organisations (e.g. CBOs, INGOs, UN, embassies et al) reliable information • Provides the organisation with good background information for future funding applications • Establishes links with communities and key community figures as basis for future programming. 	<ul style="list-style-type: none"> • Ability to find sufficiently experienced staff to use them, and training time • Implementation of focus group approach in an uncertain security environment is very hard, and also in an environment where so many family members' lives have been lost. • Cultural sensitivities especially over violence and gender-related questions. For example, it might be difficult to discuss relationships or SBGV with women and girls. • How to differentiate between how things have changed since the event e.g. how many children don't go to school, but did go before the event. In some cases the questionnaires make the assumption that the event caused the current situation, when the link is not actually there. • Crucial to triangulate (cross reference) data e.g. analysis can be difficult as they are quite informal and not designed for scientific (SPSS) analysis • The agency carrying out the assessment may not be able to respond to all the needs (lack of funding, outside its remit, capacity, or technical skills). This poses ethical issues, and is very difficult for the population. There can be a need for advocacy with other agencies and authorities after an assessment. This can take considerable time.

4b- Interagency Child Protection Rapid Assessment: CPRA

The following needs were identified within the Child Protection sector which led to the development of the inter-agency Child protection Rapid Assessment tool:

- Need for more evidence-based programming and response;
- Need for standardizing assessment in the sector;
- Need for an easy to use tool that takes relatively short period of time to complete.
- The CPRA has now been contextualized and adapted for use in Pakistan



Additional Resources:

In addition to this presentation, the CPRA Toolkit is available at www.cpwg.net . Participants only need to be familiar with the concept of the CPRA and that this tool is available to use in emergencies with involvement from the government, UN and other agencies. The version of the questionnaire for use in Pakistan can be obtained from the GCC NDMA.

Module 5: CPIE Programming

Session outline

Key concepts	Child Protection in Emergencies programming and its key applications
Definitions	CFS, Separated and unaccompanied children
Session objective	By the end of the session participants will be able to : Understand how Child protection can be integrated into other sectors Identify the key aspects of CPIE standalone programming
Outcomes	This session is quite detailed. An energizer can be used during the session.
Time	3 hours 5a:1 hour 5b:1 hour 5c: 1 hour
Methods	Presentations and exercises
Materials	Flipcharts, markers
Additional Resources	- CPIE Toolkit CD- 01 Understanding Child Protection→ 01 Introduction to Child protection in Emergencies- Unicef presentation - WV manual- Children in Emergencies - Minimum Standards for Child Protection in Humanitarian settings www.cpwg.net - SOP's for separated, unaccompanied and missing children NDMA - Minimum standards for CFS- KPK PDMA - The State of the World's Girls 2013- Because I am a Girl: In Double Jeopardy, Adolescent Girls and Disasters- Plan International

5a- Child Protection as a cross cutting theme- Integration into other sectors

Child Protection in Emergencies requires a multidimensional response

- Child Protection is one of the areas of responsibility under the Protection Cluster under the UN Cluster system.
- Child Protection in Emergencies is recognized as a key life-saving sector in humanitarian situations.
- Child protection in emergencies is a complex sector encompassing a variety of humanitarian interventions
- Interventions not only address specific risks, but strengthen the protective environment for all children (child protection system) and are preventative.

Trainer's Notes:

Child Protection in Emergencies is a rather complex sector which encompasses various strategies as well as specific core activities to prevent, mitigate and respond to abuse, exploitation and neglect of and violence towards children in emergencies. It is also important to note that while humanitarian interventions in the Child Protection will seek to prevent and respond to specific risks to the protection of children which emerge as a direct result of the emergencies, it is now accepted and expected that CP sector interventions will also seek to 'build back better' by strengthening the overall framework and environment for the protection of children. This includes working in partnership with and supporting both community-based mechanisms for the protection of children, as well as strengthening national formal institutions and systems.

Lastly, through the inclusion of specific child protection interventions, including prevention and response to separation, recruitment, and psychosocial distress and mental health, into the Inter-agency Standing Committee Criteria for Emergency Response Funds (CERF), the Child Protection sector has now been recognized as a primary life-saving intervention in humanitarian situations.

Guidelines for Child Protection in Emergencies**Minimum Standards for Child Protection in Humanitarian Settings**

- CPWG global launch 2012 recently translated into Urdu for Pakistan. Pakistan launch expected 2014.
- Promote common approaches
- Improve accountability within the CPiE sector
- Improve the quality of CPiE to achieve greater impact for children
- Increase the level of predictability for at risk communities
- Better advocate on child protection needs and responses

Exactly the same format as Sphere standards :(standard > key actions > indicators > guidance notes)

Exercise 5.1:**Suggested time: 45 minutes**

Divide the participants into groups. Give each group one or two programming sectors such as health, WASH, livelihoods and education as examples. Ask them to look at the sectors from a child protection perspective. What would they look at while developing such sectoral programmes for children? Familiarize yourself with the trainer's notes on this topic beforehand.

Trainers Notes:

The protection of children is enhanced by work in other sectors. The protection problems faced by children can be reduced through the provision of high-quality basic services, such as food, shelter, health, education, water and sanitation, and adherence to well-crafted, child-friendly laws. Equally, problems can be exacerbated by services that are poorly designed and/or delivered for example, where latrines are the wrong size for children or badly maintained, girls and boys will go further from their homes or schools to relieve themselves, or where distributions require carers to leave the home and wait for protracted periods, children can be left without adequate supervision.

Education

Education needs to be prioritised in emergency responses because it can protect children when provided in an appropriate, safe and high-quality manner. This protection can be physical, psychosocial or cognitive and can be effective in mitigating risks.

Education plays a fundamental role in providing structure through a regular routine, contributing to stability, and restoring a semblance of normality in an extreme and stressful situation for children and families. Going to school gives children a chance to be with their peers and to have hope for a better future.

Additionally, community-based healing activities - such as recreation and creative self-expression - that can give children avenues for coping with distressful events are often easier to implement in an educational setting.

Structured educational activities can be targeted to respond to specific threats that children face in the emergency context, such as recruitment or social isolation stemming from their emergency-related experience. Accurate information, coupled with basic skills in literacy and numeracy, can help children to make safer decisions. Schools can provide physical protection in the form of safe, structured places to learn and play which should be accessible to all boys and girls.

Schools also have the opportunity of detecting and reporting cases of domestic violence and child abuse, as well as to detect and register children who need particular follow up, protection or support from the existing protection systems.

Indeed, teachers who are trained in child rights and to use child-friendly learning materials are important leaders in their communities; they can be very persuasive in ensuring that school administrators and ministry officials are held accountable in delivering children's right to education in any situation. Finally, schools can also provide an effective way to identify and reunite separated children with their families.

Livelihoods

A sudden onset or a protracted emergency can destroy the livelihoods of individual families and entire communities. The strategies adopted by these people to adjust to their changed or deteriorating settings may involve coping mechanisms that put children at risk of exploitation and abuse. Save the Children's extensive experience has demonstrated the centrality of adequate family income in the protection of boys and girls in emergencies.

It is not only important for their survival and development, but for their protection from exploitation and abuse and for the promotion of their and their parents' dignity. Poverty can increase the risk of children being exploited, both sexually and physically, and can increase the risk of other forms of abuse such as neglect and abandonment.

Many children who are uprooted during an emergency lack the opportunity to learn good agricultural practices, and are often alienated from their family's traditional livelihoods by a prolonged stay in a relief setting. Protection staff need to work closely with the livelihood actors in all stages of an emergency, and to consult with children and their caregivers on a regular basis to adjust programmes according to their evolving economic realities.

Health

The linkages between child protection and health are numerous and go far beyond gender-based violence. Close collaboration may be required in designing and implementing hospital services that discourage abandonment, in screening and referrals, in awareness campaigns on the issue of corporal punishment, in assisting orphans and other vulnerable children, and a host of other challenges.

Health workers are often the first points of contact for sexual or physical abuse, as well as neglect. Health staff and community health committees can play an important role in both referring individual protection cases and identifying trends.

Health committees often run community-based outreach programmes, which can be coupled with the spread of protection messages.

It is important to have a focal person designated on a health team with whom child protection practitioners can plan programmes and manage cases and issues as they arise.

WASH

Some child friendly WASH interventions may include:

Latrines/ toilets that are constructed need to be suitable for children nearby. Children may be taught how to use pit latrines (if necessary). Hand washing facilities that are easy for children to use need to be made available at schools, child friendly spaces. Hygiene promotion can be conducted in schools to ensure that children are included. Children can be taught what water is safe to drink and what isn't and can assist in appropriate water storage. Children can also be educated about water tanks not being safe places to play in/around.

5b- Specific Child Protection in Emergencies Interventions

In preventing and responding to neglect, violence, abuse, and exploitation against children in emergencies, CPiE programming includes:

- Establishing programmes that **prevent and respond** to child protection issues in, and as a result of, emergencies;
- **Reducing children's exposure** to abuse, neglect, exploitation and violence in emergencies
- **Helping children recover** if they are exposed.

Prevention and response to:

- Hazards and injury prevention
- Physical violence and harmful practices
- Sexual Violence
- Psychosocial distress and mental disorder
- Children associated with or armed groups
- Child labour
- Separated and unaccompanied children
- Justice for children

Child Friendly Spaces(CFS)/Protective Spaces: A place/area where children and youth can come from home and meet other children, develop age appropriate competencies and deal with the risks they face, be involved in expressive/ creative, and possibly educational activities. They can relax in a safe place which is focused on them.

Exercise 5.2: What is a CFS?

Suggested time: 30 minutes

Process:

3 large sheets of paper are attached to the wall, preferably spread out in the room e.g. each one on a separate wall to allow room for participants to draw or write on. Write child, friendly, space: one word on each sheet of paper. Ask participants to either write a word or a phrase or a picture that describes the three words: Child, Friendly, Space. Facilitator pulls out key points from each word which help explain what CFS is.

Trainer's notes:

Child-friendly spaces should be set up as soon as possible and activities that normalise the lives of children, give them a sense of safety, structure and predictability through drawing, puppet-making and playing, drama and songs, story-telling, sports, non-formal education, and so on. These activities also allow for the release of any stored distress.

Basic Principles for Psychosocial Interventions:

- Reconnect children with family members, friends and neighbours
- Foster social connections and interactions
- Normalise daily life
- Promote a sense of competence and restore a person's control over one's life
- Allow for expressions of grief within a trusted environment, when the child is ready and follow-up is guaranteed.

Slide: Guidelines for CFS in Pakistan**Types of Child Protection Interventions and Best Practices**

- Mobile Spaces
- Integration with other humanitarian services
- Integration with women friendly spaces
- Inclusive spaces for children with disability
- Adolescent's participation

(Minimum Standards for Protective Spaces for Children- Khyber Pakhtunkhwa- PSMA, 2013)

5b(ii) Separated and Unaccompanied Children- Prevention, Tracing and Reunification**Suggestions for slides**

Separated children are persons under the age of 18 who are separated from both parents, or from their previous legal or customary primary care-giver, but not necessarily from other relatives. Separated Children include both unaccompanied and accompanied children.

Unaccompanied children (also called unaccompanied minors) are children who have been separated from both parents and other relatives, and are not being cared for by any adult who, by law or custom, is responsible for doing so.

Accompanied children are children who have been separated from both parents but are being cared for by an adult who is either a close or distant relative, or who by law or custom is responsible for the child's care.

Key Articles in the United Nations Convention on the Rights of the Child that Relate to Separated Children:

1. All children have a right to their own name and nationality; the right to know this and to be aware of their family, cultural and national heritage (Articles 7 and 8).
2. All children have a right to a family and families have a right and responsibility to care for their children. Early efforts should therefore be made to protect family unity and avoid family separation.
3. Separated children have a right to be reunited with parents, relatives and guardians. Those working with them should encourage family tracing, family contact and reunification as quickly as possible. If reunification is not immediately possible, care of the child should be as consistent and continuous as possible to enable the child to build up relations with those who care for him or her (Preamble, Articles 5, 9, 18, and 27).
4. All children are entitled to provision for their basic subsistence. Assistance for separated children must meet their basic needs in a way which is comparable with what children can expect in the surrounding community: it should not encourage further family separation (Articles 6 and 20).
5. Separated children are entitled to care appropriate to their age and developmental needs. In most cases this is best met by family care. If it is not possible to provide care in the child's immediate or extended family, alternative care such as foster placement or, if necessary, placement in suitable institutions for the care of children, shall be provided (Article 20).
6. Children have a right to participate in decisions about their future. They have a right to express their opinions (Articles 12 and 13).
7. Children have a right to physical and legal protection. Separated children may have particular protection needs. Protection should be need extended to those at risk from armed conflict, torture, exploitative work, or any other form of violence, abuse or neglect.
8. Children outside their own country are entitled to care, protection and representation regardless of their legal status (Articles 19, 20, 22, 32, 33, 34, 35 and 38).
9. Communities and authorities have the prime responsibility for ensuring children's survival and well-being. Where there is external assistance, it should aim to increase the community's capacity to meet the needs of all children, including separated children (Articles 5, 18, 20).
10. The best interests of the child should guide all decisions and actions concerning the separated child (Article 3).

Guidelines for Unaccompanied, Separated and Missing Children in Pakistan were prepared by the NDMA in 2013 based on these principles of the CRC along with the Interagency Guiding Principles on Separated and Unaccompanied Children (2004). They cover the following aspects and are a practical tool for actions that need to be taken to minimize separation and its impacts, in Pakistan context.

1. Before the Emergency Prevention and Preservation
2. Identification of Separated and Unaccompanied Children
3. Interim Care/ Alternative Long term arrangements
4. Family Tracing
5. Family Reunification

5c- Girl Child and Children with Special Abilities in CPiE Programming

It is very important that concerns of girl child and children with special abilities are taken into account when designing any kind of emergency programming so that projects can be inclusive from the start.

Questions to consider during assessment and programming:

Question	Impact on Programming
In the society/culture, what age is a child considered to be a child? Does this differ by gender?	Children of a certain age may be expected to be in work or carrying out household tasks, rather than taking part in what the community perceives as activities for younger children (play, sports, education). Design programmes which incorporate socially useful tasks for all children, especially older ones, so that the community can see the benefit of all children being involved. Offer activities at different times so that children who work can still take part. Encourage small groups of girls to meet together in each other's tents/ homes if this is the only way they can meet. Provide resources for this.
Do boys and girls attend school together?	If separate education is the norm, talk to parents and children to find out if separate activities for boys and girls should be arranged.
Up to what age can children play together?	If younger children normally play together, their activities can be mixed. It's important to find out at what age this no longer becomes appropriate for both genders.
What are boys' and girls' traditional pastimes and activities?	Incorporate these into programmes. Don't assume that all boys play football and all girls sew. Are there local traditional games which need little or no equipment and which can be incorporated?
What is the role of the parent? Which parent is considered the disciplinarian?	This is important to know when having contact with parents. Do parents share responsibility equally? Who makes decisions such as letting the child participate in activities?
Where do girls/boys feel safe? Where do they not feel safe?	Help them communicate this to camp managers, and take appropriate action. Work with children to look at making the environment safer, and what to do if you feel unsafe.
What hygiene supplies are used by girls (disposable or washable)?	Provide appropriate materials and discreet washing facilities if necessary.
Who normally explains puberty to children? mother, aunt, teacher.	Watch out for girls whose mothers have died and help them identify positive females for relationships.
How do adolescent girls spend their time?	What activities can be planned for adolescent girls? Look for culturally appropriate and ensure that older girls benefit from programmes and that gender is highlighted as a cross cutting issue.

Exercise 5.3: Game of Life

Suggested time: 30 minutes

Game of LIFE¹⁰

Trainer's notes:

It's important that people volunteer for their roles. In some situations; religious or traditional beliefs may preclude some from participating. Be aware and respect that. In some cultures, even to imagine being disabled can be seen as 'tempting fate'. This exercise has a strong impact on people and always provokes many discussions. So it's ideal if you have limited time to get your message across. The specific impairment is not relevant to the main point of this exercise, so try not to focus on this too much. It won't alter the essence of the activity.

1. Ask for four volunteers from among the group (ideally, two men and two women), willing to stand for about 30 minutes to represent the following groups:
 - non-disabled men; disabled men;
 - non-disabled women; disabled women.Stress this is NOT a role-play exercise the volunteers will be representing a group of people from within a village.
2. Assign each volunteer a role. Explain how you'll be telling a life story, taking the characters on a journey from birth to old age. As you reach each significant life event, you'll ask them to respond as they think their character (or their family) would react. They'll need to take:
 - two steps forward for a very positive or very successful experience;
 - one step forward for a positive or successful experience;
 - one step back for a not-so-positive or not-so-successful experience;
 - two steps back for a negative or unsuccessful experience.

Once your volunteers understand what they'll be required to do, reinforce they are representing a group of people, so they should respond accordingly. Encourage them to avoid thinking about specific impairments or basing decisions on their own life experiences. Also, their response should be based on what they think is currently accurate for their culture and situation not what it ought to be.

After each life stage and volunteers' responses, allow time for the others to react and comment. If there's disagreement, the group should decide by consensus and the volunteer may be asked to alter their move. The facilitator's role is to assess when to intervene and when not to.

3. Set the scene for the story. Describe it in as much detail as you can.
4. Start with the first life event, as if telling a story...ask for comments and suggestions from the rest of the group.
*'One fine day, after a long wait of nine months, your character is born.
How does your family feel when they see who you are? Make your moves.'*
Note what might happen:
 - Family is very happy (non-disabled son born), two steps forward;
 - Quite happy (disabled son/non-disabled daughter), one step forward;
 - Not happy (disabled son), one step back;
 - Very unhappy (disabled daughter), two steps back.

*'Now you are a bit older, and it's time to start thinking about school.
How likely is it that you will be able to attend school? Make your moves.'*

*'Now you are 20. You'd like to get married.
How much do you think this will be possible for you? Make your moves.'*

¹⁰ Travelling Together- World Vision, 2010; Disability, Equality and Human Rights- Oxfam GB, 2003

'You like to keep busy and want to make some money for your family. You try to get a job. How easy will it be for you to find one?'

'A few years go by. Everyone in your age group is having babies. How much will this be a possibility for you?'

Check if the woman with special abilities takes two steps back, or is instructed to do so by the group. Why did this happen? They may say it's because mostly such women are physically unable to have children is a common myth. Two steps back may well be an accurate response for a different reason. Women with special abilities often don't have children because society thinks they can't or shouldn't.

'Now you're in your 40s. You have a lot of experience of life. You want to help your community by becoming involved in local politics. How likely are you to achieve this goal?'

5. Ask the group:
- Who is in the best position now? Who is in the worst place?
 - Volunteers, how does this make you feel?
 - Does any of this surprise anyone?

The most powerful way to end this session is to ask the group to look once again at where the characters are standing. Under most circumstances, the woman with special ability is likely to be at the back. As the participants that if this is what the situation is like under normal circumstances, imagine what impact an emergency could have.

Additional Reading:

For further information and programming models on protection of adolescent girls in disaster situations, please refer to Chapter 3, The State of the World's Girls 2013- Because I am a Girl: In Double Jeopardy, Adolescent Girls and Disasters- Plan International

Issues of Children with Special Abilities	What to do
<ul style="list-style-type: none"> • Parents may need extra support after an emergency to care for the child. If they don't get extra support they may put the child into institutional care. • Families with children with new disabilities may be unsure how they can cope • Children may be uncertain and worried about their future. • Children who are not disabled themselves, but whose parents, brothers or sister are, may need additional support. 	<ul style="list-style-type: none"> • Include the numbers of children with special abilities in assessments so that you know how many children are there. • Encourage the families of children with special abilities to register them in any registration process. • Ask parents and children what the extra needs of children with special abilities are and try to provide for them • Find out about local services and advocacy groups for children with special abilities (before the emergency) • Find out about local attitudes to disability and if any Information, Education and Communication (IEC) campaigns are likely to be needed. • Prioritize the families of children with special abilities for shelter and water and sanitation support (children and their clothes may need more washing). • Consider providing extra blankets to children who are immobile or who have reduced movement . • Provide referral to services which replace lost or damaged aids such as crutches, hearing aids, spectacles, wheelchairs after an emergency . • Include children with special abilities into activities for children. If this is done quickly, even if it didn't happen before the emergency, there is a chance that children with special abilities will return to education later on. • Encourage families of children with disabilities (especially those with new disabilities) to meet other families for mutual support.

Module 6: Children and Disaster Risk Management and Planning

Session Outline

Key concepts	Inclusion of Vulnerable groups into disaster response
Definitions	Disaster Risk Reduction and Management
Session objective	By the end of the session participants will know the key elements to be included in disaster risk management planning and action to ensure the protection of children in an emergency.
Time	2 hours 6a- 15 minutes 6b- 20 minutes 6c- 1 hour 20 minutes
Methods	Presentations and exercises
Materials	- blank coloured cards - tape/blutac - coloured felt pens(chisel flip chart markers) sufficient at each table - heading cards
Handouts	Children DRR Charter
Additional Resources	Child Centered DRR - Plan International - CPIE toolkit CD National Policy Guidelines for Vulnerable Groups in Disasters, NDMA

6a- Introduction to Disaster Risk Management

Material for presentation:

Hazard: A potentially damaging physical event or phenomenon that may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation. Hazards can include natural (geological, hydro meteorological and biological) or induced by human processes (environmental degradation and technological hazards). Hazards can be single, sequential or combined in their origin and effects. Each hazard is characterized by its location, intensity, frequency and probability.

Disaster Management: Disaster Management is a collective term encompassing all aspects of planning for and responding to disasters. It refers to the management of both the risks and consequences of disasters.

Disaster Risk Management: A systematic process of using resources to manage the risk of disasters. The comprehensive approach is to reduce the adverse impacts of a disaster. DRM encompasses all actions taken before, during, and after the disasters. It includes activities on mitigation, preparedness, emergency response, recovery, rehabilitation, and reconstruction.

Disaster Risk Reduction: A conceptual framework to reduce vulnerabilities in the context of sustainable development. The conceptual framework to: minimize vulnerabilities and disaster risks throughout a society; to avoid or limit the adverse impacts of hazards; done within the broad context of sustainable development.

Mitigation: The lessening or minimizing of the adverse impacts of hazards and related disasters.

Preparedness : Activities and measures taken in advance to ensure effective response to the impact of hazards, including the issuance of timely and effective early warnings and the temporary evacuation of people and property from threatened locations.

6b- Child Centered Disaster Risk Management

Status of Participation of Children and Young People in Asia, Plan 2005

Children in disasters often are the most affected segment of the population but also the most overlooked. Findings of Plan's work in Asia are as follows:

- Children often form more than one-third of the death toll and even more the surviving population
- Children and young people often are not involved in the disaster response and rehabilitation. Their voices are not heard and reflected in the way many organizations and governments react to disasters.
- In the initial phase of a disaster, the typical societal patterns/groupings that protect children may be challenged or broken. Children can be further harmed, abused and exploited by those who take advantage of dysfunctional law and order systems after disasters and by government and aid agencies' negligence to address these potential damages.
- After disasters, children can feel grief, anger, fear, guilt, and helplessness. However, more attention is usually paid to their physical needs than their cognitive and emotional needs.
- Children's needs to have safe physical and mental space after a disaster to help them deal with these feelings are often not considered.
- The education system often becomes dysfunctional after a disaster. The need to quickly re-establish education and return children's sense of normalcy is often overlooked.
- Children in need of special protection often are the last to receive attention.
- The coping mechanisms that exist in both affected and unaffected communities within the disaster-hit communities are often overlooked and underestimated by aid agencies, creating unnecessary dependency on foreign aid.
- There are few examples of well-integrated disaster interventions that consider children from many directions, who have special needs but who also have special capacities to be independent, strong survivors capable of sharing knowledge and contributing to disaster relief and recovery efforts.

Exercise 6.1- Children and Risks

Suggested time: 30- 45 minutes

Process:

'Divide the participants into three groups and give each group a card with a theme. These will be, 'Home', 'School' and 'Community'

Ask each group to brainstorm a few different interventions that can be implemented at these three levels to help keep children safe in general and in the event of an emergency. Ask the groups to describe in details how they would go about doing this.

Trainer's notes:

Things to keep children safe at home will include training parents to be mindful of safety, allocation of safe places to meet in case of separation from family, removal of hazards, responsibilities for sibling can be defined. At school, mock drills can take place, children committees can be formed, children can be educated about dangerous zones and areas, fire safety, self defense. Within the community committees can be formed, early warning systems can be put in place, referral mechanisms developed

A community-based approach identifies existing coping strategies and protective mechanisms within the community and seeks to use them to enhance the resilience of children and their families. Communities identify their needs and current resources, and then participate in identifying and implementing strategies that they consider appropriate to their circumstances. Special attention should be given to the capacity-building of children on how to protect themselves, how to report abuses and, simultaneously, how to build the capacity of adults to consult and involve boys and girls. (Child Protection in Emergencies- Save the Children.)

Handout (H6) Children's DRR Charter

http://www.childreninachangingclimate.org/database/CCC/Publications/children_charter.pdf

6c- National Policy Guidelines for Vulnerable Groups in Disasters, NDMA

The Vision of the Gender and Child Cell NDMA is : "To ensure that the needs and concerns of vulnerable groups (gender, children, older persons and persons with disabilities) are addressed in all phases and all types of disasters."

The Gender and Child Cell in NDMA was created in 2010 and has been working to bring attention to the needs of the most vulnerable in the event of an emergency. Since 2012, GCC's have also been established within the R/PDMAs. The national policy guidelines have been recently launched in 2014.

Main purpose for developing guidelines:

- To meet the needs and priorities of the population in a more targeted manner
- To ensure that all interventions are designed with needs of specific groups in mind
- To safeguard equitable access, benefits and opportunities in all relief response designs
- To ascertain encourage balanced and active participation of vulnerable groups in decision making processes that affect them

The guidelines look at both disaster preparedness and planning as well as inclusive interventions during the response, recovery and rehabilitation phases. Specific Guidelines are developed for all phases dealing with women children, older persons and persons with disabilities.

DISASTER PREPAREDNESS AND REDUCTION - CHILDREN		
Policy, Planning, & Data Collection	Institutional Strengthening & Capacity Development	Awareness raising & community involvement
<ul style="list-style-type: none"> • DRR and DRM plans are formulated in consultation with girls and boys of different ages. • SOPs for missing, separated and unaccompanied children in disasters are in place and adhered to in all provinces and regions and reviewed periodically. 	<ul style="list-style-type: none"> • Capacities of key ministries, relevant departments and local bodies at all levels in child protection in emergencies are assessed and gaps are addressed accordingly. • Uniformly apply safe building codes and other important safety regulations to public and private schools. • Children (0-18) have age appropriate skills to cope with disasters. 	<ul style="list-style-type: none"> • Advocacy needed on CP main streaming in response and preparedness and in sectors such as WASH, Shelter, and Food security/non- food items, Health/nutrition. • Adolescent children are trained and mobilized to support community based disaster management, including through associations such as the girl's guides and boys scouts.
RESPONSE, RECOVERY, AND REHABILITATION		
Safety & Security	Wash & Health	Shelter, Food, & NFIs
<ul style="list-style-type: none"> • Safe interim care arrangements are identified and accessible for boys and girls of all ages. • Child Protection in Emergency coordination mechanisms are in place and functional (such as sub-clusters where activated, or working groups) 	<ul style="list-style-type: none"> • Health staff and other relevant service providers in response teams are trained on identifying and responding to children affected by violence, neglect, abuse and exploitation. • Coordination with relevant sectors (food security, wash, nutrition, education, health, etc) for child appropriate services and assistance. 	<ul style="list-style-type: none"> • Service provisions are tailored for the needs of children with disability during disaster response. • Special measures are in place to ensure that all children-headed households have access to humanitarian services. • PDMA's should identify infrastructures prior to disasters as temporary shelters so that schools are not used as the only shelter areas

Exercise 6.2

Divide the participants into 4 groups. Give each group handouts of the 'Overarching National Policy Guidelines on Vulnerable Groups in Disasters'. Each group can take 5 points from the guidelines and discuss them from the group. The purpose of the exercise is to get the groups to look at inclusion of vulnerable groups as a whole during programming in disasters and to bring together everything that they have learnt during the course of the training. The groups can consider the guidelines from the aspects given in the template below. This exercise can be followed by a brief presentation to the larger group and will help to assess what the participants have learnt and how they feel they may apply it.

The following template can be used to guide the exercise:

Policy Guidelines	How would you do this in your capacity/ organization?	Can you think of any laws/ guidelines/tools relating to this to help you program or advocate?

OVERARCHING NATIONAL POLICY GUIDELINES ON VULNERABLE GROUPS IN DISASTERS

1. Promote participation of women, men, older persons and persons with disabilities in all phases of disasters, from disaster planning and preparedness to disaster response and recovery.
2. Ensure collection and availability of disaggregated data on children, women, older persons and persons with disabilities (specifying type of disability).
3. System of relief distribution should ensure accessibility to all vulnerable groups women (especially widows) children (especially Child Headed HHs), older persons and persons with disabilities.
4. Provide access to specialized medical care and equipment to cater to reproductive, pediatric and disability related needs of affected persons.
5. Create Friendly Spaces at relief sites and camps for women and children and include services for older persons and persons with disabilities.
6. DRR and DRM should be included in education curriculum, highlighting the concerns of vulnerable groups.
7. Strengthen capacities of government ministries, line departments, PDMAs, DDMA's, and relief and rescue workers in addressing gender, child protection and vulnerable groups' needs in disasters.
8. Designate GCC focal persons in relevant line departments for gender mainstreaming in disasters and provide them with proper training.
9. Utilize community knowledge, skills and local networks (such as Girl Guides, Boy Scouts and LHWs) and strengthen local leadership for DRR and DRM.
10. Community based DRR should include Child Protection in Emergency (CPiE), gender and disability components.
11. Referral systems and complaint mechanisms should be in place to address gender based violence, child protection issues and abuse of older persons and persons with disabilities (such as help line, complaint box), with trained staff available.
12. Code of Conduct should be available and adhered to by all humanitarian workers specifying ethical standards and local/ cultural norms to conform to in disaster response.
13. Psychosocial support & post trauma stress counseling should be provided for women, children, older persons and persons with disabilities.
14. Intensive and comprehensive gender sensitization and orientation programs should be undertaken for policy makers and implementers to effectively reduce disaster vulnerabilities and risks.
15. Holistic and multi-stakeholder approach should be undertaken to address the needs and concerns of vulnerable groups in DRM.
16. Coordinated joint actions should be ensured in political, technical, social, developmental and humanitarian processes.
17. Formulation of DRR and DRM plans should include specific gender, child protection and other vulnerable groups' issues, concerns and actions in close collaboration with the relevant line departments and stakeholders.
18. Design SOPs for DDMA's and all departments dealing with issues of vulnerable groups in disasters for division of roles and responsibilities and better coordination.
19. Gender and Child Cells in R/PDMAs should be strengthened and made sustainable by government.
20. The social protection measures of Government of Pakistan, such as BISP, Watan Cards, and land allocation for the landless rural population should be made accessible to the disaster affectees within vulnerable groups to facilitate their socio- economic recovery.

(National Policy Guidelines on Vulnerable groups in Disasters, GCC NDMA 2013 (Page 38))

References :

(All Additional Resources are available with the GCC NDMA)

- Unicef CPiE Toolkit CD
- For exercises in the manual: World Vision Children in Emergencies manual, 2006; www.wvi.org
- Child Protection in Emergencies; Priorities, Principles and Practices; The International Save the Children Alliance- 2007
- Child Protection in Emergencies and the Public System- PDMA KPK, 2014
- Child Centered DRR toolkit; Plan International
- Child Protection Training Manual- Facilitator's Guide for Teacher Training- Save the Children UK
- The State of the World's Girls 2013- Because I am a Girl: In Double Jeopardy, Adolescent Girls and Disasters-Plan International
- Travelling Together- How to include Disabled People on the Main Road to Development- World Vision UK, 2010
- Disability, Equality and Human Rights- Oxfam GB, 2003
- Child Rights Information Network- www.crin.org

