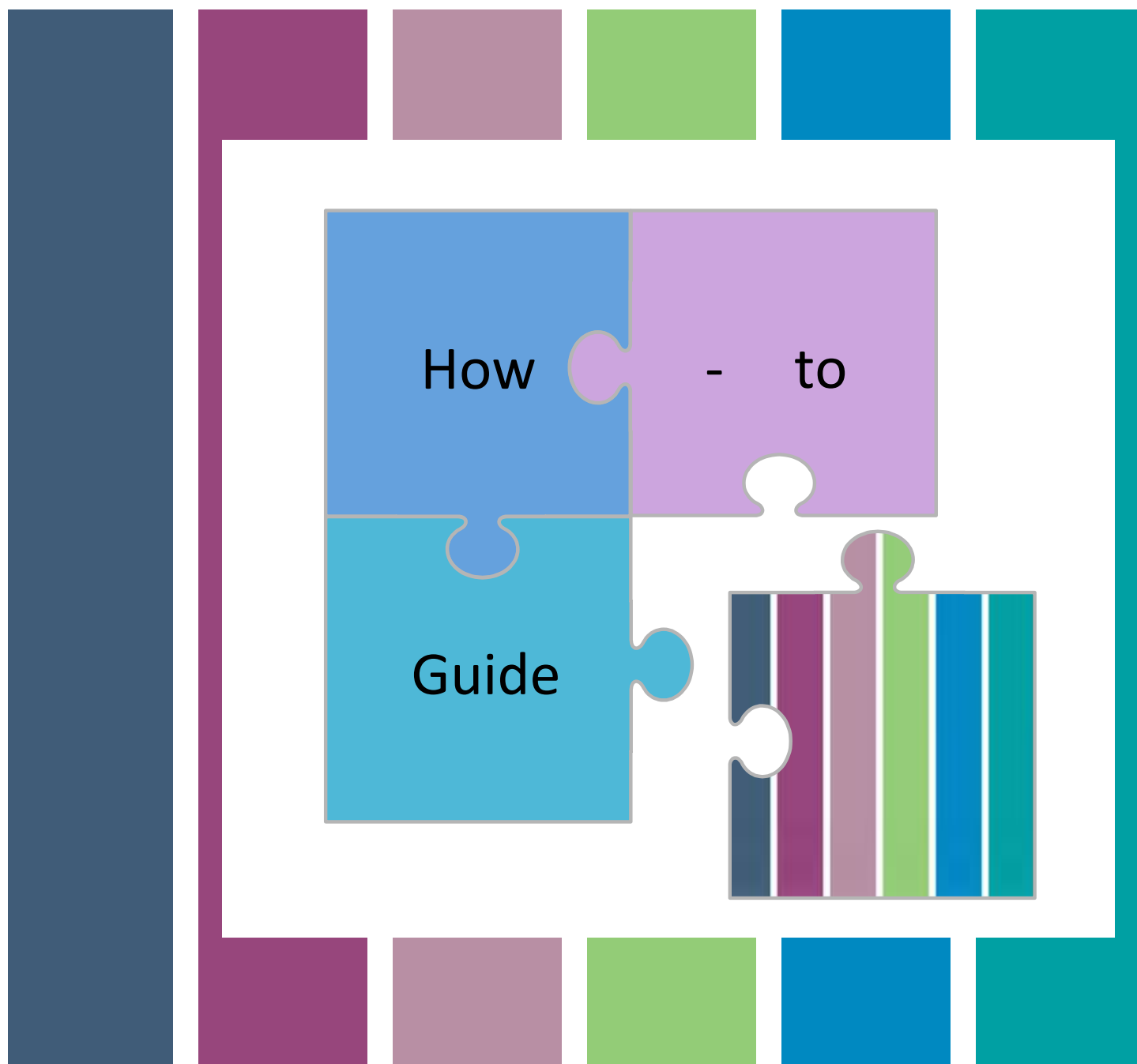


MINIMUM STANDARDS FOR **CHILD PROTECTION** IN HUMANITARIAN ACTION



Contextualization

TABLE OF CONTENTS



Introduction

Section One: Guidance notes on planning and undertaking a contextualization exercise

- a) Planning the Contextualization Workshop
 - i) Outreach and registration
 - ii) Logistics
- b) Delivering the Contextualization Workshop
 - i) Facilitation team
 - ii) Presentation skills
 - iii) Creating an atmosphere for participation
 - iv) Facilitating discussion on Child Protection indicators
- c) Post-Workshop Follow-up
- d) **Annex A:** Sample timeline

Section Two: Workshop Materials

- a) 3 -day Agenda
- b) One-day Agenda
- c) Sub-national consultation agenda
- d) Session Plans One – 15 (see accompanying PowerPoint presentations)

Section Three: Handouts

- a) Before Workshop:
 - i) Selecting Standards – Send to Registrants
 - ii) Minimum Standards – Two Page Introduction – Send to Registrants
 - iii) Guidance on Discussing Indicators in the CPMS Contextualization Process
 - iv) Notes for the Group Leader
- b) At the Workshop:
 - i) Three Day Agenda – Participant Version
 - ii) Guiding Principles
 - iii) Guiding Principles – exercise
 - iv) Evaluation Form – Day One
 - v) Evaluation Form – Day Two
 - vi) Evaluation Form – Day Three

Section Four: PowerPoint presentations

INTRODUCTION

The *Minimum Standards for Child Protection in Humanitarian Action* (CPMS) were launched in 2012 as a global tool to provide guidance on ensuring the protection of all boys and girls from violence, exploitation, abuse and neglect specifically while preparing for and responding to humanitarian situations. The Standards allow child protection actors to speak the same language, which facilitates better program design, implementation, monitoring and evaluation, and coordination of the above.

The CPMS “set out a common agreement on what needs to be achieved in order for child protection in humanitarian settings to be of adequate quality” (CPWG, 2012: 21). In order to be applicable and usable in a variety of contexts, they are written in generic terms and provide generic guidance on child protection through all phases of humanitarian action. However to be most effective, many countries want to adapt the Minimum Standards to the specifics of their context or ‘contextualize’ them.

Education colleagues define contextualization as “*the process of debating, determining and agreeing upon the meaning of global guidance in a given local situation: it is about examining and “translating” the meaning and guidance of the Standards for the context of a country (or region) so as to make the content of the Standards appropriate and meaningful to the given circumstances*” (INEE, 2013:9).

For example, the CPMS provide the following generic guidance on child-friendly spaces: “to give volunteers on-going training and follow-up support, including coaching” (p. 150). In consultation with partners in a country, the locally determined level of training and follow-up for volunteers might be set as three ½-day sessions, plus weekly coaching for the first month. While this level of oversight might be acceptable in one context, depending on circumstances, resources and the stage of an

emergency, the same intervention will not be appropriate in another. This is partly why the Standards, their key actions and guidance can be contextualized for each emergency.

The CPMS Handbook is both a practical and aspirational document, acknowledging that the “degree to which the Standards can be met in practice will depend on a range of factors, including access to the affected population, the level of cooperation from the relevant authorities and the level of insecurity in the local context. Limited capacity and resources of those working in child protection, combined with urgent and fast-changing child protection needs, are likely to necessitate prioritisation of some Standards above others, or a phased approach... [Additionally] if child protection was extremely weak in a context prior to an emergency, it may not be realistic or appropriate to try and meet the Standards in the first response phase. Finally, some Standards may simply have limited relevance in the local context” (INEE, 2013: 10). Indeed, there may well be times where it is not possible, or advisable, to meet all the Standards. Where they cannot be met, however, they still apply as an agreed universal benchmark, and can be used – for example – to articulate eventual or aspirational goals for child protection.

Thus, adapting the CPMS to the local situation is an encouraged - though not a mandatory - step in an implementation strategy. Where it is done, it should be part of a recognition of pre-existing processes and tools, (e.g. hazard mapping, rapid assessments).

Contextualization is an opportunity to educate government colleagues and local actors as to the existence of the CPMS and to have a detailed dialogue about how they complement existing national standards, policies and standard operating procedures.

The Handbook sets out 26 Standards,

presenting goals that need to be met even in crisis, as they are based on humanitarian and human rights frameworks. Therefore, it is important that contextualization does not lower Standards (either national or the CPMS whichever is higher), given the difficult context, or alter the rights-based foundations on which they are based. Instead, contextualization should aspire to reach comparable rights-based objectives by articulating the Standards in the most relevant, comprehensive, and user-friendly language. The **key actions** explained in the CPMS Handbook are suggested steps to achieve each Standard; these should be tailored and adapted to the context, and some may not be applicable at all. Finally, **guidance notes** share good practice ideas to consider when using and adapting the key actions and Standard in different contexts. Some of them offer background information and definitions, while others focus on priority issues, offering advice on how to resolve challenges. These should be tailored to one's setting.

Contextualization is important not only because of the final result - i.e. adapted Standards that are widely used in country to inform and guide policy, practice, contingency planning, strategy etc. - but as a process itself because it helps build a strong community of practitioners and policy-makers who are vested in the development and delivery of quality, accountable protection of all emergency-affected children. Experience has shown that "When facilitated well, contextualization also offers an opportunity to hear the hidden voices and perspectives from, for example, local staff or stakeholders who may have been previously excluded from similar activities. The contextualization can also serve as useful team-building and capacity-building exercise, where local staff (regardless of whether they hold high positions within their organizations) could take on the lead and ownership of the process: they are the ones who have the most context-specific knowledge and understanding of ... systems, processes,

laws, policies etc." (INEE, 2013:10). In summary, contextualization is an optional process, which allows the Minimum Standards - and their associated tools - to be made more relevant, applicable and accessible individuals and organizations that are responsible for child protection, as well as for children and communities themselves.

Contextualization Options

You are encouraged to contextualize or adapt the CPMS to your specific context, with the goal of making them more useful by increasing their relevance to and

accessibility for child protection actors. This process can be undertaken as a preparedness measure, as part of an emergency response, or even as a bridge to recovery and rehabilitation. For example, the final report from the exercise in Mali noted that while the CPMS was conceived as a humanitarian tool, it "is applicable to the current situation of 'sortie de crise', in that it allows the child

protection community to capitalize on lessons learned during the emergency, build consensus around child protection objectives, refocus the work, build capacity among key actors, strengthen coordination between Bamako and the regions with the potential to build a cohesive and holistic child protection response and demonstrate tangible results."

Contextualization can be achieved using a variety of approaches. This guide sets out a 3-day, national-level workshop as part of a larger and longer process to adapt the standards within an emergency response. It is written for a Child Protection Coordinator or similar role with the support of a task group and / or an external consultant. However, if a full-scale workshop is neither desirable nor feasible in your context, alternative approaches can be used to achieve a level of contextualization.



Contextualization can be achieved using a variety of approaches. This guide sets out a 3-day national-level workshop

Group exercise to review & adapt the CPMS

Review the 2 assigned standards per group and:

1. Decide if these issues are either: **present** in your context (either openly acknowledged or sensitive); or at **risk of emerging** in the context of the emergency;
2. What is already **working well/on track** in the response and could be built on/strengthened (relate to the CPMS)
3. Identify programmatic or geographical coverage **gaps**
4. List **3-4 key actions** per standard which could be considered in the child protection strategy – immediate and medium term (take into consideration **age, gender, community values and beliefs**; list **prevention** and **response** actions AND link to **strategies**
5. Choose or draft **1 or 2 indicators** we can use to measure



Some options include:

A **3-hour exercise** introducing the CPMS and matching them with current work. This has been used in the **first phase of an emergency** and aims - in a very rapid and rough way - to identify current and emerging gaps and to select key actions and indicators. The workshop leader usually pre-selects the most pressing Standards, giving attention to all 4 domains.

Undertake a desk-based exercise to compare a small, prioritized number of national Standards with the CPMS and adopt the higher one. While this could be done as a preparedness measure, it is also possible as a situation deteriorates or even in the first phase of some emergencies.

A 2-day exercise following on from a 4-day CPiE training run as a preparedness measure or in the second phase of an emergency. It follows the workshop guidance provided for days 2 & 3, and is based on the notion that all participants are well-versed in CPiE and the CPMS.

Having a standing agenda item in coordination meetings has been used as a preparedness **measure**, but could be appropriate in the **second phase** of an emergency.

Members of the child protection coordination group attend a 1-day workshop introducing the CPMS and contextualizing 6 standards; the set of draft standards is “tidied up” and then presented back one at a time at the group’s monthly meeting. There they are re-discussed and finalized. This option tends to work well for participants with some humanitarian experience, and ties in well with the CPMS video series. Please see a proposed one-day agenda in the “Workshop Materials” section of this package.

Contact the CPMS Task Force to discuss options and choose whichever one best enables the CPMS to become a living, useful document in your setting

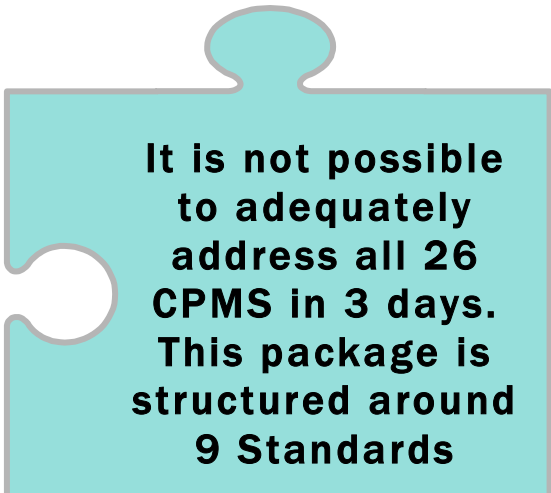
The How-to Guide for the Contextualization Process

The rest of this package is conceptualized for use during an emergency and is written from the perspective of a National Coordinator (see roles and responsibilities below). With some adaptation i.e. opportunities for consultation with children and communities (see Interagency Frontline Workers' Training, CPMS Task Force) and CPIE training (see cpwg.net > What we do > Capacity Building), it is also recommended for use as a preparedness measure. The Guide itself is 17 pages and deserves to be read in full, in order for both objectives of the exercise – a finalized, useful tool *and* a sector-strengthening process – to be achieved. The 4-part package is comprehensive, providing all the materials required to conduct a contextualization workshop:

- Guidance on preparation that is specific to this exercise, including a recommended agenda, tips for outreach and invitations, and information sheets to help in the selection of Standards, Guidance on using the contextualized Standards in on-going work
- Session plans or facilitators' notes
- Handouts for activities, contextualization & workshop evaluation
- Power point presentations for all sessions

During a three-day workshop it is not possible to address thoroughly all twenty-six minimum standards for child protection. The format of this package allows for 9 minimum standards to be discussed in depth, concretely contextualized and reviewed by each participant. The number can be adjusted, as some people feel that this is too many; while others think it is too few for an investment of 3 days. However, experience shows that for such a complex undertaking it is an achievable number, though there is always significant work to complete post-workshop. Prior to the workshop, participants will be asked to use data available from assessments, hazard mapping and research - as well as their own judgment - to select the minimum standards they consider most important to contextualize at this moment. Child protection coordination groups may continue the process after the workshop until all relevant Standards have been contextualized; for example, this may be done through a separate workshop on the mainstreaming Standards.

Finally, if an emergency is chronic, the child protection sector should revisit the contextualized CPMS annually to ensure that they remain as accurate as possible. As with most exercises, contextualization gets easier and thus faster with practice, including within this 3-day workshop.



**It is not possible
to adequately
address all 26
CPMS in 3 days.
This package is
structured around
9 Standards**

Section One: Guidance Notes for Planning & Undertaking a Contextualization Exercise

This facilitation package has handouts and PowerPoint slides that will need to be edited to reflect your workshop. Some of the edits may be an issue of inserting the location and date, other edits will be more profound – for example, the selected standards will vary for each workshop. A timeline of the steps is provided in Annex A.

Planning

Contextualization is a process and not just an event; thus, it is important to enlist the commitment of a range of agencies. Wherever possible, government counterparts should be included in the organizing committee, if not actually requested to co-host. As long as roles and responsibilities are clear, each actor can contribute different strengths.

From the start, it is important there is a strong, shared vision of the purpose and goals of the contextualization, and how the adapted Standards help feed into and/or inform ongoing or upcoming initiatives. In other words, contextualization should not be a one-off engagement that is an end in itself. Rather, organizers should be able to articulate (to themselves, child protection stakeholders and donors in country, and to the global CPMS Task Force) why the contextualization is needed, what purposes it serves, and what is the final goal, i.e. what plans they have for its ultimate use.

Undertaking a 3-day contextualization workshop is time-consuming and other options may be more appropriate (see above). Where a full exercise is chosen, a long timeframe and additional human resources are often required. In many instances, local coordination groups share out logistical and financial obligations, as well as hire an external facilitator (the CPMS Task Force can provide the names of trained facilitators in your region for direct support). It is very important to understand that this person is only the “midwife” of the process. To deliver a robust CPMS “baby”, **ownership of the process must reside with local child protection actors, particularly the government.**

The most successful use of consultants has been when:

- Significant pre-workshop capacity-building is required,
- There are many levels of consultation (i.e. children, sub-national, mainstreaming with other sectors),
- A well-respected international consultant can boost government buy-in, and /or
- A well-respected national consultant carries the outputs of the workshop to completion.

Building on Existing Strengths

An exercise to contextualize the CPMS should not come out of thin air, but be part of a recognition of pre-existing processes and tools, such as national standards, rapid assessments, standard operating procedures, etc. Thus, it is important for the Task Group (or the main convener) to have a detailed dialogue with government colleagues about how the CPMS complements any existing government standards; note that the higher level standard should always be retained as the benchmark for child protection programming.

In addition if under UN SC 1612 a Monitoring and Reporting Framework has been activated, close links should be established with its Technical Working Group. The goal would be to align the contextualization with the MRM, thus improving the prospects for accuracy, learning and coherence.

Determining the Final Product & Its Potential Uses

As mentioned earlier, contextualization is an opportunity to educate child protection colleagues on the existence of the CPMS and to have a detailed dialogue about how they complement any existing national standards and policies.

While the planning and delivery are key to successful contextualization, the final product should be clear in the minds of the Child Protection Coordinator and the Coordination Groups members, as well as laid out explicitly in any consultant's TORs. Common outputs are:

- A strategy or work plan based on the four domains and language of the CPMS.
- A re-written version of all or part of the CPMS. This would typically involve using the Word manuscript of the selected standards and editing the introduction, key actions, measurements and guidance notes to fit with the context. These revised standards would then become a stand-alone document for use by members in country.
- A report describing the key objectives, activities and results of the CPMS contextualization process in country.

Whilst the specific uses of the contextualized standards form the core of the action planning session during the workshop itself, it is important to discuss the various options during the planning stage. A good starting point would be to review the "Applying the Contextualized Standards" section below.

Outreach

Participation is central to the success of this workshop, thus it is planned for 35-40 people. If there is a need to accommodate additional individuals, it is recommended that two smaller workshops be held so that participation is not compromised. If parts of the country have restricted movement or there are distinct, sub-national perspectives, workshops should be held in multiple locations to feed into the overall, national contextualization exercise.

Consider carefully who to invite. If you limit the workshop to active members of the current child protection coordination group plus a few key but less active colleagues from the government and / or education sector, you will have a more cohesive dynamic where participants are likely to be "on the same page" or close to it; these are also the main actors who will implement the CPMS. Using this model for invitation, you may however miss significant insights and opportunities to dialogue with other actors who protect children in less obvious ways or at a more community level.

Thus, an alternative model is to have a much broader invitation list which might include relevant local NGOs and FBOs, senior community leaders, the Coordinator of each area of humanitarian action, wider participation from government counterparts (from different Ministries or level of governance), and development actors. Think especially about how to reach the grassroots and community organizations. They have a big impact on the everyday lives of children before, during and after any humanitarian action. Consult your contacts and then speak to *their* contacts. Be foresighted and think outside the box! If this model is chosen, it is strongly advised that you invest more time and care in briefing invitees, and hold at least a day-long orientation meeting to explore the terms and parameters of child protection in emergencies or even a full CPiE training. During the workshop, the organizers must conduct more inclusive formal and informal check-ins, and take into account that translation may become challenging.

Either way, do be creative, and go beyond those who are always invited. Bear in mind that since contextualization requires deep knowledge of the child protection concerns and opportunities across the country, it is important to include at least both senior managers and mid-level practitioners.

A place to begin:

- Government departments at central and de-centralized levels – Child Protection, Youth, Health, Education, Police/Justice, Disaster Response, Refugee Affairs, *others*
- National Child Protection organizations – *ask them to identify others not on your list*
- International organizations working in child protection – *ensure that your list of participants does not draw too heavily on this group and is balanced with others*
- Faith groups working in humanitarian action and/or child protection
- Existing coordination networks that focus on child protection or humanitarian action
- Donors - who might be appropriate to invite to part or entire workshop.

Invitations to the workshop must be circulated widely but also cohesively, as these individuals and organizations will continue to work on the CPMS after the workshop and during any emergency. Linking CPiE to the development processes and actors should be integrated in the entire process. In some countries, where the local authorities and others are opposed to recognizing or admitting that the context is one of crisis or post-crisis, the development discourse could be helpful.

In the invitation, inform the participants on the need for the exercise, how it contributes to strengthening the quality of their work and benefits them as professionals, and how this fits within the broader government and international community processes and initiatives to protect children. This ensures their buy-in and more committed participation and contributions through the entire contextualization process. Demand should be locally driven, not externally pre-scripted.

As registrations occur, it is important to consider who has NOT expressed interest in attending. It is likely that the workshop will only be offered once in your region/country and it is vital that a wide variety of child protection/humanitarian actors participate in it.

Ongoing outreach will help reach individuals/organizations that may not have noticed or understood the original call for participants.

Assess registration for representativeness – a sensitivity to gender, cultural/linguistic groups, other minorities. If the workshop group is not representative, identify the gaps and continue with outreach. It is your role to organize a fair, transparent and gender-sensitive selection process, ensuring that it is conflict-sensitive and does not further exacerbate any existing tensions. It will be impossible to assemble a truly representative group for the workshop but the key is in the effort and creativity. And with that, the group will be more representative than it otherwise would have been.

If appropriate, the registration form could ask for the participants' motivation for attending the workshop and how s/he will share their outcomes when they return to work (i.e. individual impact, co-worker impact, team impact, organization impact). If an external facilitator is being used, this information should be shared prior to the workshop (please copy the global CPMS Task Force).

Selecting Standards

Given that time is limited, the workshop is structured to examine only 9 of the 26 Minimum Standards (this number can be altered); thus, their selection is an important exercise, especially as it occurs prior to the workshop itself and sets the tone for the proceedings. It is strongly recommended that participants are canvassed for their opinions (using Handout 1).

Experience shows that responders tend to focus heavily on the Standards to Address Child Protection Needs, as well as those to Develop Adequate Child Protection Strategies; even within that focus, less traditional issues –such as Child Labour or Justice for Children - are often overlooked. It is important not to discount what is already known about children's protection issues prior to an emergency. A well-rounded response also relies on the mainstreaming and quality response Standards. Thus, it is suggested that participants be required to choose **at least one Standard from each of the four domains and, as far as possible, one CP Need that is not traditionally tackled in an emergency context.**

Participants should be guided to use:

- The latest data from (preferably inter-agency) assessments, research, vulnerability mapping, etc. To aid the use of a solid evidence base, consider attaching relevant summaries or weblinks to the Child Protection Rapid Assessment, etc.
- Their judgment about the urgency of agreeing on a common approach to the standard (this is particularly

It may be very helpful to explain that this is not a prioritization exercise (for there may be other extremely important standards which don't need to be contextualized, as the relevant programs and relationships are functioning well as is). Participants should be urged not to make the selection based on what is happening but what should be happening to best protect children in that setting.

The selection form should be returned at least 10 days before the workshop so it can be shared with the organizers, and to allow time to invite resource people. The standards to be contextualized should be communicated to participants, so they may read those of most personal relevance.

Scheduling the Standards

It is worth giving some thought to the scheduling of each standard. For example, you may wish to group discussion of the mainstreaming standard(s) (if there is more than one), so as to compare their outputs and have a variety of humanitarian actors in the room at once. Certain combinations of interest are common and thus should be scheduled for different sessions: for example: MHPSS & CFS; UASC & case management.

Experience indicates that it is best not to have the first session include topics that are particularly sensitive or difficult to discuss. Instead, schedule harder standards later in the process, so any conflict or lack of resolution does not cast a cloud over the proceedings; in addition, delaying their discussion allows for people to practice the contextualization exercise itself

Resources

It can be very useful to have additional resource people and materials available for each group as it tackles a Standard. The organizing committee should think through who might be invited to each session and what materials (in hard copy) should be made available, as well as ask Group Leaders for inputs. In addition, you may want arrange for

an M&E / Information Management specialist to review the draft.

Providing an Orientation to the CPMS

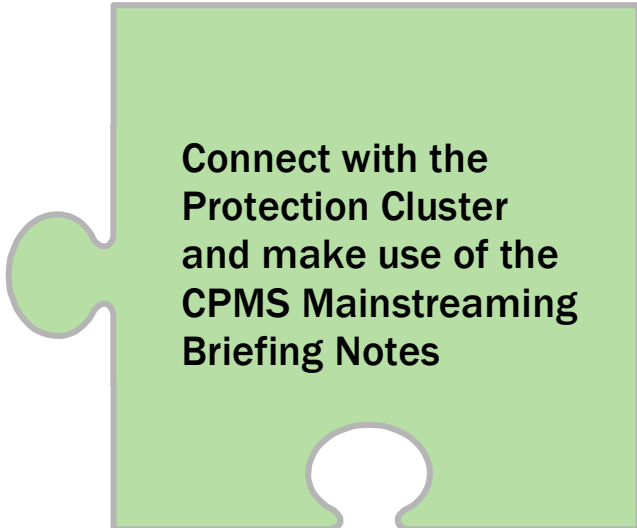
The lead facilitator should ensure that the introductory session of the contextualization workshop is adapted to the participants' level of knowledge about the CPMS. Global experience has shown that without prior knowledge of the Minimum Standards, people often found the contextualization process difficult (INEE, 2013:14). Thus, if participants have not had any training on or experience in using the CPMS (or do not have any recent emergency experience), it is best to organize a one-day session on their structure, content, development, history and application prior to the actual contextualization workshop. The 'orientation' day in Section 2 of this package includes practical activities, video, and hand-outs to ensure that all participants are well-versed on the CPMS.

Mainstreaming Child Protection in Other Areas of Humanitarian Action

Finally, the CPMS are unique in that they include a set of Standards for mainstreaming child protection into other areas of work; this requires new ways of working for both child protection actors and our humanitarian colleagues. It is recommended that after the selection exercise has been concluded, you invite the Coordinator and two senior programmers for whichever mainstreaming Standard/s were selected by the group. Unfortunately, this does only provide them with a week's notice. While they would be welcome throughout, it is particularly important that they attend the orientation day and their specific sessions, which could be scheduled for Day 3 so as to ensure they are at the action planning session.

It is recommended to link with the Protection Cluster on protection mainstreaming more broadly, if applicable in your context. Protection mainstreaming work can open opportunities for child protection mainstreaming that did not previously exist. Protection and child protection mainstreaming should be coordinated processes as it can be confusing for other sectors in they are discussed in isolation from each other. Child protection is included generally in protection mainstreaming but further support is needed to be able to implement the minimum standards.

After the main workshop has been held, the Child Protection coordination group could hold a follow-up workshop specifically for non-child protection actors, focusing on the mainstreaming Standards. This 1.5-day workshop (based on the full workshop) would allow for an opportunity to expand dialogue beyond the CPMS mainstreaming briefs and build opportunities for collaborative work.



**Connect with the
Protection Cluster
and make use of the
CPMS Mainstreaming
Briefing Notes**

Delivering the Workshop

Facilitation Team

It is best to have three facilitators to ensure a productive experience for the participants. Where possible, at least 2 of them should be nationals or at least working in the country. As mentioned above, given the time-consuming nature of the contextualization process, it may be necessary to hire a specialized facilitator – from the country or globally. The lead facilitator should be sensitive to the different stages of development that many emergency-prone settings face when dealing with child protection issues.

The organizing committee should brief external facilitators prior to the workshop on any local sensitivities, problematic dynamics within the coordination group, etc. For example, guidance may be needed on how to approach issues related to child protection, fragility, past armed conflict, non-state armed groups etc. It is also necessary to provide relevant examples from the context. These may be case studies, or specific examples. Referencing examples from other contexts may be sensitive, and it can create obstacles if they are from contexts to which the participants have difficulty relating. The lead facilitator can play a helpful role in briefing various levels of government prior to the workshop.

The facilitation team should be advised on who will attend the workshop. It will assist them as they choose exercises, role plays and case studies. With that in mind, the lead facilitator should deliver the sessions on the orientation day.

Skills

Whether you are selecting an external consultant or from amongst active members of the local child protection sector, facilitators will ideally be well-versed in conducting a participatory workshop that builds upon existing knowledge rather than simply providing information. The Socratic Circle method is a recommended approach for the contextualization process. It examines a text through questions and answers founded on the beliefs that all new knowledge is connected to prior knowledge, that all thinking comes from asking questions; thus asking one question should lead to asking further questions. The goal of this activity is to have participants work together to construct meaning and arrive at an answer, not for one group to “win an argument”. Facilitators need to present information clearly and involve others, as the contextualization workshop is in essence participatory.

They would also possess excellent attending and active listening skills, with an emphasis on asking participants questions that ascertain ‘how’ they know certain things - deepening their self-knowledge and building on the collective knowledge. The facilitators should have excellent group facilitation skills, the ability to handle tension and conflict if / when they arise, and a genuine desire both to learn from and guide the workshop participants towards a deep understanding of the CPMS and how it can be best implemented in their country/region. Global experience indicates that the lead facilitator needs solid drafting skills to advise on the adapted text. Finally, representation skills are important, as he or she is often called up on to brief senior government and humanitarian colleagues on the CPMS.

Group leaders

Group leaders guide the small group work – during the workshop and in the following weeks – and thus play a critical role. They should be pre-identified, possessing good facilitation and CPiE experience, being active listeners, and familiar with both the local context and the CPMS. If the workshop will span 2 languages, it is very helpful for the group leaders to be fluently bilingual. Experience shows that if they are fully engaged in the process, the team gets a solid final outcome.

Organize a short meeting before the workshop to orient these individuals (i.e. see Handout 4, which provides information on the group process, tools and outcomes) and have them meet with any external facilitator. Group leaders should be invited to the final debrief session, as they will have insights into clarifying and closing any remaining gaps in the contextualized Standards. They are usually tasked with finalizing the draft of that Standard, which may require further group meetings, some diplomatic negotiations, and liaising with an IM expert.

Translation

Ideally, the facilitation team will have the ability to deliver the workshop in the majority language of the country/region, with translated Minimum Standards. Do not allow the workshop to turn into a critique of that translation. The most important thing is to achieve contextualized Standards, which will have to be a newly worded document anyway.

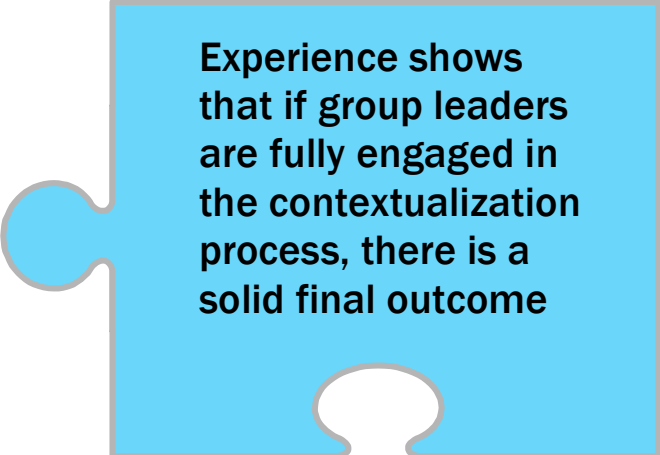
Do take into account that everything will take longer if the workshop is being conducted in the participants' second or third language or use simultaneous translation (especially for the orientation day). Exercises always take longer if the group does not share the same language and/or if you are using an interpreter.

It will be important for the team and the interpreter to be in contact with each other as soon as is possible. This will provide opportunity to share information, provide background material – such as the (translated) Handbook, answer any questions, etc.

If possible In addition to simultaneous translation, it is best to identify a colleague in each small group, who is fluent in both the common and local languages. If appropriate, consider them for group leaders so they can facilitate those discussions more easily. To further facilitate that discussion, workshop progress can be recorded in the local language and subsequently translated into the common language by one of the group leaders or conveners.

Creating an atmosphere for participation

The workshop has been planned so all the participants can engage in the mode of learning that suits them best – reading, writing, talking, seeing and/or doing. The



Experience shows that if group leaders are fully engaged in the contextualization process, there is a solid final outcome

exercises are designed to allow various learning needs to be accommodated. However, it will only be effective if people are comfortable – as the facilitator, you need to think about possible different learning styles, cultural practices and any specific obstacles to participation the participants may face, and adapt your workshop accordingly.

This workshop will attract a wide variety of actors with differing levels of experience and responsibility for implementing the CPMS. This variety can enhance and detract from your workshop environment and it is important to plan for it.

The target number for the workshop is 35-40 people. It is important to think about the balance and mix of participants in terms of

identity, background and difference (this will help you when you create small groups for exercises/discussion during the Orientation day). Collaborative work can be particularly effective with adults but not everyone is familiar or comfortable with this style of participation. If these methods are unfamiliar in the country/region, do take time to explain the workshop process and why you have chosen to use this methodology.

Ground rules for the whole workshop

People may hold strong beliefs about what are the best ways to protect children and discussions may get heated during the workshop. Thus, it is important to develop ground rules with the group, describing it as a living document to be utilized and amended or added to as necessary. Posting a flip chart or using a chalkboard are all effective ways of keeping these 'ground rules' present. Be as firm as you can in applying them throughout the 3 days.

One of the ground rules that is very important to consider is terminology. A contextualization exercise only succeeds if people are discussing the same idea using the same precise language. The workshop used to include a session on coming to common understandings on language but it was deemed to take a lot of time and often end in as much confusion. Thus, you are strongly encouraged to adopt either the glossary found in the CPMS handbook or a similar glossary that has been agreed in-country.

Parking Lot

During the workshop, topics for discussion will arise that may detract from the overall objective of contextualizing selected minimum standards. Create a Parking Lot flip chart. This is where those topics, questions, items for discussion are noted; these may be addressed at a later time or maybe not at all, depending on the flow of workshop. Participants should be clearly informed about who is responsible to follow up on any outstanding issues; it is suggested that this be the national Child Protection Coordinator.

Group Formation

Participants may decide on the day which Standards group to join. Given the fluid nature of registration and attendance in an emergency, pre-assigning registered participants to the specific Standards that suit their interests most closely is not advised.

Where you have flexibility to assign participants, consider that small groups work best when they are comprised of varying skills, experience, knowledge, position/status and organizational representation, with one person (pre) identified as group leader (see above).

Framing the Discussion

Some of the Standards can be sensitive to discuss. It may be wise to invite a government representative to introduce each topic and provide some background. This can be done in plenary or in the group itself.

Facilitating Discussion on Child Protection Indicators

The CPMS is unusual amongst humanitarian Standards in that it includes a set of indicators; derived

The CPMS is unusual amongst humanitarian Standards in that it includes a set of indicators; derived from the key actions under each Standard, it was felt to be an important means to increase the quality of work in the sector. Since the global launch of the CPMS, the Indicator Registry (IR) was developed by all major UN agencies and NGOs; it is meant to harmonize indicators and serve as a global guidance for all clusters and areas of responsibility. Thus, the CPWG endorsed the revision of 23 of the most relevant and commonly used CPMS indicators to be entered in the Indicator Registry (www.humanitarianresponse.info/applications/ir; the first page provides an interesting overview).

It is recommended that contextualization be done based on the Indicator Registry. Note that for inter-sectorial/inter-cluster collaboration, the Indicator Registry “cross-tags” – where each cluster has identified relevant indicators from other clusters that can serve as proxies to inform their respective work. If participants draft a new key action, they may need to adjust an existing indicator or develop a new one. Altering the target is not a problem as long as the team can provide a common justification, as well as develop a plan to progressively achieve the target. The country team can come back to revise the indicator if in the course of the intervention it notices that it needs improvement.

In terms of numbers, experience shows less is often more. 1 - 3 indicators / standard is reasonable. For common reporting processes as a group, such as the SRP process, agreement around 3 indicators would be ideal but 5 should be the maximum to cover all child protection activities.

To agree on appropriate indicators it is important to have Information Management expertise on hand during the contextualization workshop (or in the post-workshop finalization process).

It is of prime importance to dedicate adequate time for indicator selection. It is a common mistake to schedule it at the end of a meeting or a decision-making process. If you have the right indicators that give you exactly the information you need, reporting, adjusting and responding to changes of a humanitarian situation will be much easier.

For further guidance on issues relating to selecting and modifying indicators, please see Handout 3 “Guidance on Discussing Indicators for the Child Protection Minimum Standards Contextualization Process“.)

Workshop Follow-up

There are a number of important steps in the finalization and application of the adapted Standards.

Finalizing the Contextualized Standards

Follow-up depends heavily on the organizing committee taking the lead, or identifying a champion in country who wants to take it. Implementation needs to be understood as an institutional commitment and should not be dependent on an individual staff member or external consultant. To ensure the consistent follow-up, the Task Group needs to support in-country implementation and applications at all levels.

You may have decided that additional sub-national workshops are necessary to strengthen the process and final outcome document (see sample sub-national agenda in the “Workshop Materials” section of this package.) For example, our colleagues in Mali extended the contextualization exercise by holding workshops in 2 additional areas before bringing all the results back to be validated at the national level. In Indonesia, child protection actors started with a national workshop and then proposed consultations at the sub-national level and within additional governmental departments.

As far as possible, work with government counterparts to finalize the workshop document (the end document of contextualized CPMS). This may be a framework document or a full report (contact the CPMS co-chairs for the most recent examples).

If you have not already done so, you may wish to consult with M&E or information management specialists for guidance on specific indicators that have proved problematic to develop.

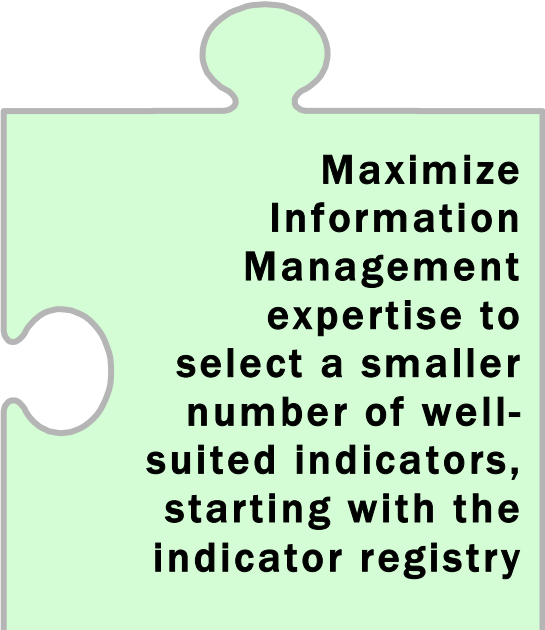
Circulate the draft workshop document to as many reviewers as possible. This includes workshop participants as well as relevant child protection stakeholders (i.e. range of Ministries, UN agencies, local and international NGOs) who did not participate in the workshop.

Consider holding a separate workshop to review the draft, if feedback via email is insufficient, as it can contribute to the local ownership and buy-in process. Alternatively, focus group discussions, a survey, structured interviews or as standing point on the monthly agenda can also be used.

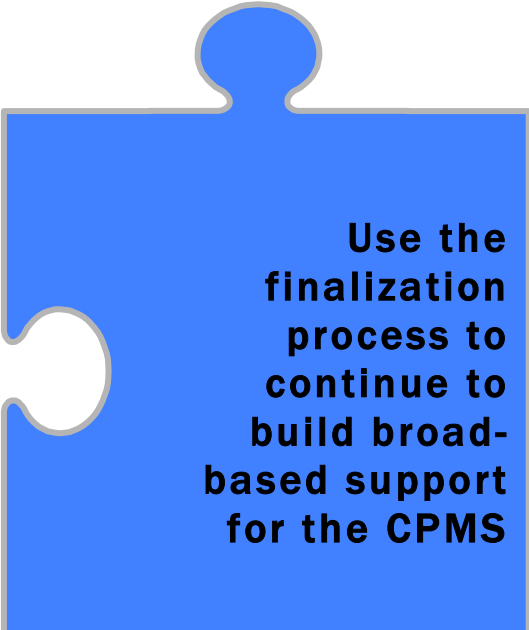
As far as possible, reviewers should critique the first draft in their native language. Feedback on the draft document may need to be translated back into the common language in order for the lead facilitator to consider and incorporate the feedback. If that is the case, the common language document of the contextualized Standards also needs to be translated into the local language. The process and financing of these translation steps need to be discussed and agreed upon in advance, with clear roles and responsibilities.

The conveners should agree in advance how to handle discrepancies and conflicting comments (i.e. through the Child Protection Coordination group or with the global Co-chairs). If you contextualize only some of the 26 standards, it is still important to include all of the relevant ones in your final document. If desired, a graphic designer can lay out the final text, including a letter of endorsement from the relevant Ministry or national authorities.

Circulate the contextualized CPMS to all participants and invitees, as well as the global CPMS Task Force, donors, relevant Ministries and Departments, Protection Cluster or coordination group in-country, other sectors, OCHA, etc. Where possible, place it on your website/Google group/etc.



**Maximize
Information
Management
expertise to
select a smaller
number of well-
suited indicators,
starting with the
indicator registry**



**Use the
finalization
process to
continue to
build broad-
based support
for the CPMS**

Applying the Contextualized Standards

As appropriate to your setting:

- Establish a timeline to revise the sub-Cluster's **Strategic Plan** using the contextualized Minimum Standards.

Ensure that the objectives, activities and indicators in the strategic plan are in line with the contextualized Minimum Standards

Create a strategy to raise **awareness** amongst the emergency-affected population

- i. Ensure that it engages adult, child and adolescent communities.
 - ii. Ensure that responsibility for this initiative is clear and that relevant actors identify current and desired resources.
- Use the newly adapted Minimum Standards to inform the sector's **funding strategy**.
 - Set aside time at the next coordination meeting to discuss the details of a **compliance** mechanism and timeline to monitor use of the Minimum Standards by CP sub-Cluster members.
 - Encourage all CP coordination group members to take stock of how well they are doing *vis-a-vis* the contextualized Minimum Standards
 - Develop a tool to support compliance monitoring (for CPWG member agencies, this may include the institutional checklist, but it will need to be expanded to cover programming).
 - Use the contextualized Standards to draft/update a **capacity-building plan** for the sector.

New topics may have emerged as priorities or it may have become clear through discussions that some programmatic areas are very weak.

- Consider doing a capacity assessment exercise to determine which areas need strengthening, what methodologies might be most suitable to the context and which human resources exist locally.

This exercise would then inform a short-term and longer-term capacity-building plan.

- If non-emergency government counterparts and Disaster Risk Reduction colleagues were not part of the workshop, convene them to discuss the transition of the Standards from an emergency tool to an instrument for both long-term development and preparedness.
- Revise the contingency plan using the CPMS, with clear roles and responsibilities.
- Harmonize the use of tools and procedures using the adapted Standards.
- Finally, put in place a written method to trace the use of the CPMS in country, not only for tracking developments but also for institutional memory and assisting colleagues in other countries who are at an earlier stage in the process.

ANNEX A – Sample Timeline

(Can be shortened to 8 weeks with no additional consultation)

Week 1: The child protection coordination group meets and decides to adapt the CPMS; they identify clear outcomes and final uses. They review the options and decide on a 3-day national workshop with subsequent validation in 2 sub-national locations. The CPMS are already translated into the local language (if not, this requires an additional 6-8 weeks for translation and review) & knowledge of CPiE is relatively strong, so no additional training is required. A CPMS working group forms and reads the How to Guide.

Week 2: The CPMS working group meets and determines the participants list; they send out the info package with instructions to select # of standards across the 4 domains; they decide to engage an external consultant to facilitate the workshop; they draft the consultant's TORs (determining whether a full orientation day is needed or not), assign roles and determine the financing.

Week 3 – 5: Selection of consultant/facilitator (with help from the global CPMS Task Force); follow-up on participants list and administrative arrangements; actively encourage people to engage in selecting standards; inform field locations of subsequent consultations and start organizing them.

Week 6: The working group receives the votes for standard selection & determines the standards to be adapted; has a meeting with the consultant / facilitator; (if relevant, identify whether a national consultant will be necessary); invite resource people.

Week 7: Second meeting with facilitation team; follow-up with participants on selected standards and administration, as well as with resource people.

Week 8: 3-day workshop.

Week 9: Finalization of first drafts (checking indicators with IM specialist).

Week 10: First sub-national workshop.

Week 11: 2nd sub-national workshop; the (national) consultant tidies up the language and identifies contrasting perspectives; shares document with national CPMS working group.

Week 12 and 13: National CPMS Working Group meets to review and finalize the document.

Week 14-16: Layout and printing.

Week 17: Launch contextualized standards as part of the full 26 CPMS!

References and Further Reading

Minimum Standards for Child Protection in Humanitarian Action, CPWG, 2012.

Contextualizing Global Standards to Local Settings: Challenges and Lessons Learned. INEE, 2013.

Inter-agency Training Package for Frontline Staff. CPMS Task Force, 2015.

Mainstreaming Briefing Notes, available at (English and Spanish, French forthcoming). CPMS Task Force, 2014. http://cpwg.net/minimum_standards-topics/mainstream/

Further information on capacity building initiatives in the Child Protection Working Group: <http://cpwg.net/what-we-do/capacity-building/>

Further Minimum Standards resources: <http://cpwg.net/minimum-standards/ms-resources/>