



CPMS Accountability to Children Toolkit

FACILITATION GUIDE



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1. INTRODUCTION

Since their launch in 2012, a broad range of humanitarian actors now work with the Minimum Standards for Child Protection in Humanitarian Action (the CPMS) to better protect children facing violence, abuse, exploitation or neglect in emergencies around the world.

Through the CPMS and our 10 sector-wide principles, we have strengthened coordination with each other to ensure quality child protection programming, and improved impact.

We now have joint methods to plan, do and measure our work to ensure it is effective enough to protect the many crisis-affected people who are children.

To make sure that we reach the most vulnerable children and provide them with proper protection, we need to gather their feedback and act on it.

Children's participation is not only their right, but also a way of ensuring agencies' accountability and effectiveness of actions. A participatory and child-led approach in a humanitarian setting has the added value of reinforcing sustainable structures for long-term development. It also provides children themselves with a chance to develop new skills and a hopeful mindset; their participation can shape their own life and those of peers and adults around them.

This accountability toolkit was put together with the aim to empower children as stakeholders of quality child protection actions, by learning about the minimum standards in a child-friendly way. It aims to provide children with the knowledge of WHAT the CPMS are about and WHO to ask for help.

In addition, it aims to provide child protection workers with guidelines on different ways to involve crisis-affected children, discussing the standards in a way that makes sense to them, and ensuring they know WHAT THEY CAN EXPECT FROM US.

This toolkit is as child-friendly (CF) as possible, to enable equitable access in a wide variety of humanitarian contexts, and to encourage children's participation in actions to protect them.

The activities are designed to be used where the child participation system is functional, as it is important that the facilitators can carefully look at any risks associated with a particular activity, as well as refer individual children for further support as needed.

The toolkit was piloted by colleagues in different countries and contexts (thank you!). The staff at each site stated that both they and the children benefited from participating in this exercise. It's not an easy one, and so needs to be assigned to senior, skilled child protection specialists. It takes time to brief all the people, to translate and prepare the materials. It also takes courage and integrity to allow children and adolescents to challenge how we have been working "for them". But staff also said that they wanted to repeat the exercise in a year, see how their agency was doing, and improve their accountability to the children they are serving. Perhaps you will too.

Certainly if you have any queries or suggestions, please contact us at cpms.wg@alliancecpha.org.

- Good Luck!



1.1 How to use this toolkit

There are 4 components to the toolkit:

- This guide (which is separated into two sections - one for 7-12 year old participants and one for adolescents 13-17)
- A package of cards that cover the 10 CPHA principles and 28 standards (these have CF wording on one side and a related illustration on the other; we call the standards “pledge cards”)
- An activity book for children 7-12 years old (this is used in the facilitated sessions with the younger children and/or could be circulated to all children separately)
- A game for adolescents, which includes an introduction to the CPMS, as well as game instructions, scenario cards (these are bigger than the pledge cards) and spoiler / enabler cards.

You will need to decide if you are running the CPMS accountability exercise with both age groups and/or more than one group in each age group. This facilitator's guide assumes you are working with the younger children. Even within the 7-12 year old age spread, you may decide that the younger children (7 & 8) need shorter sessions and that you want to gather in 45 minute segments. For the adolescent group, you will find specific guidance in the coloured boxes throughout; please also double check the items you need to have to facilitate the adolescent groups, as they may vary. As a last note, the “text in quotations” is what we suggest you say to convey the intent of the exercise. You can use your judgement as to whether to refer to the children as “children” or “adolescents”.

You will find guidance for the following steps of the exercise:

- Preparations (2-4 weeks before)
- Session 1 (60+ mins) - introduction to the exercise & the UNCRC
- (Next day) Session 2 (90 mins) - introduction to the CPMS; selection of 4 priority standards
- (Next day) Session 3 (65 mins) - delve into those standards and choose 2 to focus on
- (Over the next week) How to prepare your agency to make specific commitments to the children or “pledge”
- (After a week) Session 4 (90 mins) - review existing programming within those 2 standards, what the children would like to see & how they monitor improvements
- (After 6 weeks) Session 5 (90 mins) - what did the children see? agency response; what can we do next?



1.2 Buy-in

Before we go into more detail on the exercise, we need to be clear about its purposes. As you saw above, it's about educating children on our sector's standards and ensuring they know how to ask for any help they need. What is different is that this exercise also encourages them **to hold us accountable for our words and actions** - the agencies that have made commitments and accepted donations to protect children. As staff in one of our pilot sites said: "Accountability mechanisms should not end with participation; there needs to be continuous feedback and updates to ensure that children's contributions lead to tangible improvements in their protection and rights." We need to be fully on board with that notion - because we are likely going to feel some discomfort or defensiveness in this process. *We know we are trying our best in difficult circumstances!* In running this exercise, we are not just asking for children's feedback, **we are committing to change how we work**. Those might be bigger or smaller changes.

So, let's talk about this.

Within our team, what's our current understanding of accountability? What feedback do we already collect from child (and adult) participants in our child protection programmes? How do we use that feedback? What is stopping us from using it even more throughout our programme cycle? Who monitors whether things are improving?

Senior leadership may understandably be concerned about opening the organisation up to criticism, especially from children who may not have the maturity to see the big picture and the sizable constraints on operations. Those are fair concerns. It is our role, however, to reassure them about the integrity of this exercise and to remind them of 2 things:

1. the centrality of humanitarian actors' accountability to affected people as articulated by the global Inter-Agency Standing Committee and in the Core Humanitarian Standard (It may be worthy to note that children may be 50% of the people in your operational area); &
2. as members of the Alliance, we vow to use the CPMS to the best of our ability and to adhere to our sector-wide Principles - which are based on the UNCRC, other human rights instruments, and Sphere.

Within the Child Protection sector: You can run this as an inter-agency exercise - making commitments across agencies (especially if issues are closely linked or more than one agency works on a topic - like Mental Health and Psycho-social Support or Child-Friendly Spaces). You will need to organise this with your sectoral Coordinator and discuss the parameters with the other agencies. It will be important to stress to them and to the children that this isn't an opportunity to point fingers and blame people but to openly discuss what could be going better, and then help people and agencies find better ways of working.

If you choose to only work within your agency, be sure to inform the others what you are doing, and to be clear with the children that you can only pledge to improve what is within your parameters of work. You will likely hear complaints about other humanitarian actors but this process will only succeed *if you keep the children on track and exercise great discretion yourselves*.

When we piloted this toolkit in Jordan and Bangladesh, staff thought it was wise to also inform the children's parents and caregivers of the purpose of the exercise; they felt it was an opportunity for those adults to see child rights in practice.

2. GENERAL PREPARATION

2.1 Decide which age groups you will be working with and what the composition of the group/s will be (i.e. existing children's clubs, a school class, adolescents who attend a child-friendly space, a randomised selection of unaccompanied and separated children or children with open case files). Maximum would be 20 participants; consider mixing different profiles of children.

2.2 Select 2 staff (at least 1 should be a woman) who

- the children and/or adolescents enjoy being with in group settings and who are able to discuss sensitive topics if they arise.
- know how to follow-up with children and / or adolescents who raise sensitive topics, as per the agency's child safeguarding & PSEA policies
- are knowledgeable about the CPMS
- already have the skills and approach necessary to facilitate children and adolescents' participation and who know your agency's approach to accountability to affected people (AAP - which includes children of all ages and stages!). See some helpful resources in the box.
- have the time to commit to this process, including a briefing from the most senior CP manager

- CPMS: Alliance's free CPMS e-course on Kaya or video series on Youtube;
- Children's participation: Guidelines for children's participation in humanitarian programming – Save the Children UK
- Putting children at the centre. A practical guide to children's participation – Save the Children UK
- Practice Standards on Child Participation – Save the Children International
- Practice Standards in Children's Participation, a User-friendly Summary – Save the Children International
- Participate with you & participate with me – Save the Children, Plan International and War Child Holland



2.3 If you would like to translate the toolkit into your local language, you will find text-free PDFs of the children's materials on the Alliance website. You can use them to add your locally translated text.

2.4 Print the appropriate number of materials (1 activity book per younger child; 1 set of Standards & Principles cards per 6-8 younger children; 1 set of instructions & scenario cards per group of **4-5 adolescents**).

We recommend laminating all the cards, so they can be used many times and even displayed. We also suggest that you have 1 copy of the younger children's activity book laminated, so when working with them you can point to images as a common point of reference for your discussions.



3. STAFF PREPARATION

- 3.1 Please carefully read through this guide and the other components of the CPMS accountability toolkit. It is important that you are comfortable with the sessions, the games, and each of the cards that get played. The children will be relying on you for clarity.
- 3.2 The toolkit was created for teams all around the world and therefore we include many standards. Because the cultures and situations are different in each humanitarian setting, we want children to define their own realities and experience. As a result, you will need to guide them to successfully and safely choose and explore the standards that relate to their daily lives. Note that the subjects can be very sensitive and your work should be approached with your usual care and understanding.
- 3.3 We have aimed to make the language and illustrations as clear and age-appropriate as possible. It is still important that the explanations and the wording you use with children align with their age, ability, development stage and the local language and culture. Discussions with a 7 year-old child, for example, will be very different from discussions with a 12 year-old child. In some cultures, it is more appropriate to discuss things in a group with only girls or boys or children and adolescents who identify as a minority in some way. In many contexts, we still need to remind ourselves to think about the lived realities of children with physical or cognitive disabilities and to use language, examples and activities that fully include them. Practice explaining some of the concepts before you get into the actual sessions with the children and adolescents.
- 3.4 It is always important to encourage girls and boys of all ages, and abilities, to ask questions and state their opinions! This stimulates learning, as well as improves the final results for all.

4. CHILDREN'S PARTICIPATION AND ACCOUNTABILITY TO CHILDREN

You may already know the important chart below on the nine basic requirements for meaningful children's participation. We at the Alliance believe all nine can be achieved during most humanitarian settings; not in the first weeks but over time and usually within the first year. It's an important mindset for child protection workers - and indeed all humanitarian workers - to have.

Nine basic requirements for meaningful children's participation¹

Basic Requirement	Key questions to help apply the basic requirement
1. Participation is transparent & informative	Do children have enough information about the process / consultations to make an informed decision about whether and how they may participate? Is information shared with children in formats and languages they understand?
2. Participation is voluntary	Is children's participation voluntary? Have children been given enough information and time to make a decision about whether they want to participate or not? Can children stop participating any time they wish?
3. Participation is respectful	Are children's own time commitments (to study, work, play) respected and taken into consideration? Has support from key adults in children's lives (e.g. parents, carers, teachers, staff and partners) been gained to ensure respect for children's participation?
4. Participation is relevant	Are the issues being discussed and addressed of real relevance to children's own lives? Do children feel any pressure from adults to participate in activities that are not relevant to them?
5. Participation is child-friendly	Are child friendly approaches and methods used? Do the ways of working build self confidence / self esteem among girls, boys & non-binary children of different ages and abilities? Are child friendly meeting places used? Are they accessible to children with disabilities?

¹ Outlined in the Committee on the Rights of the Child General Comment No.12, The Right of the Child to be Heard, CRC/C/GC/12, July 2009. Adapted from Annex 3 of *Facilitators Guide for piloting a "CHILD SATISFACTION MEASUREMENT TOOL" in Save the Children's humanitarian programmes*, SC UK 2014.

Basic Requirement	Key questions to help apply the basic requirement
6. <i>Participation is inclusive</i>	Are girls and boys of different ages and backgrounds - including younger children, children with disabilities, children from different ethnic groups etc - given meaningful opportunities to participate? Are parents encouraged to allow children with disabilities to participate? Are children encouraged to address discrimination through their participation?
7. <i>Participation is supported by training for adults</i>	Have staff been provided with training and/or support to facilitate the consultations? Do staff have confidence to facilitate children's participation?
8. <i>Safe and sensitive to risk</i>	Is the principle of 'do no harm' and 'best interests of the child' applied? Have risks been identified and efforts taken to minimise them? Are child safeguarding policies applied? Are referrals established for psychosocial support to children if needed?
9. <i>Participation is accountable</i>	Do adults take children's views and suggestions seriously and act upon them? Are children given feedback about how the agency has responded to their suggestions?

This toolkit builds on requirement #9 - that participation is accountable. We believe all humanitarian programming should be accountable to children and ensure that their meaningful and equitable participation is in line with their evolving capacities.

Please see the Alliance website for a growing list of helpful resources. One of them is chapters 12-14 in Save the Children's Guidance on Children's Consultations in Humanitarian Contexts.



Kindly note that while accountability to and inclusion of children are the responsibility of all humanitarian organisations and should not be confined to specialist agencies and / or staff, we decided to focus this initial version of the CPMS accountability tool on child protection actors; we expect to expand its scope over time.

Some agencies incorporate the participation of children at different stages of the programme cycle (e.g. design or monitoring) but haven't found sustainable ways to act on the children's feedback; some are strong in accountability to affected people (AAP) but rarely seek out the perspectives of children and adolescents. This toolkit asks child protection agencies to use the common tool of the CPMS to commit to improving our programming - based on the users' (children) perspectives of the daily lives of peers. After that stated commitment, those children and adolescents monitor and report back on whether we have indeed addressed those concerns; we then can discuss why or why not, and move forward. That's accountability to children!

5. SESSION 1

You will need:

- A space big enough to have a circle of 22 people
- A ball or something else to toss
- A flipchart (10 pages, and can use it on the ground) and 2 pens
- Snacks

For an adolescent group you will need:

- A space big enough to have a circle of 22 people
- A ball or something else to toss
- A flipchart (10 pages, and can use it on the ground) and 2 pens
- 4 sets of (laminated) cards for Standards 7-20 & CPMS handbook (we call these pledge cards)
- 4 copies of a prepared ballot with the number and CF text of standards 7-20
- 4 pens/pencils
- 12 coloured crayons / pencils
- Snacks



5.1 Welcome & introductions (15 mins)

Invite everyone into the circle. Feel free to run any of your usual activities to break the ice, introduce people to each other and build trust. We have included 2 options.

- Welcome the children to the first meeting of this exercise and thank them for coming. Introduce yourselves and your roles.
- Explain that you are going to play a game to learn each other's names.

EXAMPLE 1

1. Give one of the children a ball and ask them to say their name and an adjective that describes them that starts with the same letter before tossing the ball to another child.
2. The next child with the ball says their name and adjective and then passes the ball onwards.
3. The exercise continues until the ball comes back to the facilitator.
4. Now explain that when you throw the ball, everyone says the name of that child together.
5. Throw the ball randomly.
6. Continue until all names have been mentioned.

EXAMPLE 2

1. Have the children line up in 2 rows facing each other.
2. Ask them to share their names with the group.
3. Then ask them to share something they enjoy with the child across from them (you can get specific and ask for their favourite movie / movie character or favourite food, etc.)
4. Then have one row take a step to the left and repeat (the child at the end will need to run back to the start).
5. Continue until the row is done. While each child won't meet everyone in the room, they will learn about ½)

5.2 Why have we gathered? (15 mins)

- Explain that “we are going to look together at what agencies here are working on to keep children safe and how they might do a better job. Like being in school, agencies need to show what they are strong in and what they need to improve. Over 3 sessions, you - the children - are going to pick 2 topics that are most important to you. After we have had a chance to discuss them, you will spend 8 weeks monitoring how we are doing.”
- Make it clear that there are certain rules to make this meeting special but also fun & safe for everyone. Divide them into 4 groups. Ask them to come up with 5 rules and behaviours that must be followed by everyone - children and grown-ups. After 5 minutes, ask them to share using the popcorn approach (anyone can pop up once and share an idea - but no interrupting) and write / draw them on a flip chart. Some to include are:
 - Treat everyone kindly, using polite language
 - Everyone has a right to have and speak about their opinion, even if you do not agree with it
 - Each of us can choose what we want to say or do
 - Assume that everyone is doing their best.
 - If you are unsure about something or feel upset, you can step away for a moment or talk to one of us afterwards.Agree on a funny punishment (like a song or hopping around the circle on 1 leg) if they break the rules. Ask if everyone agrees and explain that they will be held accountable (a key concept!).
- Inform the children about the timing and length of the 4 meetings

5.3 Quick movement activity (2 mins)

Perhaps you know a short physical activity or would like to play “follow the leader’s movements / sounds” (claps, stomps, snaps), spell something out with your bodies or even do jumping jacks.

For the adolescents, you may want to play clips by popular songs.



5.4 Discuss the concept of children having rights (3 different approaches with various timings)

"Every child here and around the world from birth to 18 years old has rights. Rights are what you should have or be able to do to survive, thrive and meet your full potential. All rights are equally important and are connected to each other. You are born with these rights, and no one can take them away. Children have the same rights as adults and then some extra ones, because you are young and still developing. They are written into the United Nations Convention on the Rights of the Child - which almost every single government on Earth has agreed to."

Approach 1: children have recently been taught about the UN CRC



Facilitator 1 asks: who has heard of children's rights? Who can tell me what some of your rights are?

Approach 2: the children have been exposed to the UN CRC but not recently



Facilitator 1 asks: Imagine you are holding a new baby, what are some of the things that baby will need to grow up strong and healthy? [food, water, mother's love/family life, a home, safety, medicine, citizenship, a name & birth certificate – that's a good one to say or role play if the children don't mention it!]

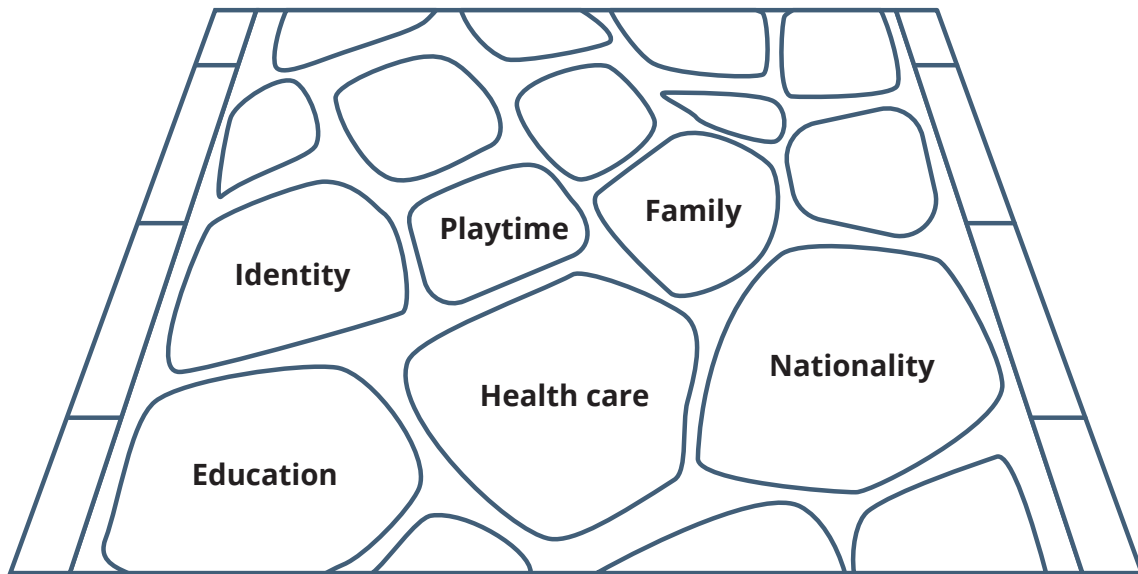
Now imagine that child has grown to be as big as you, what additional things do they need? [If the children are too shy to speak up, try to act out some answers: time to play and somewhere safe to play; schooling; access to information; privacy (online as appropriate); family guidance; contact with loved ones who are not with them now; a justice system that understands children's situation; able to join groups and be with their peers]

These are your rights as children!

Approach 3: the children have not learnt about their rights

If this is your situation, then you need to allow for a longer session to explore children's rights and the UNCRC. If your agency does not have its own materials, then we would recommend using _____ or the "Color it Rights" activity with the younger group and Save the Children's Girls Decide curriculum (look for the kite of rights) for adolescents. If the children have phones, try the UNICEF App: Right Runner.

Whether you use approach 1 or 2, as the group is brainstorming, Facilitator #2 goes to the middle of the circle with flipchart paper. As the children mention a right, write it on a 'paving stone' - connecting them to create a long and curving pathway. Then hang this up.



Split into 2 groups of 10 children, each with a facilitator (10 mins)

Read this statement that was written for children in Scotland (which is part of the United Kingdom):

**Rights help us to grow up with happiness,
love and understanding.**

**We should be able to grow and blossom
and always feel safe.**

**We should know that we have a voice
to tell people how we feel
and they should listen to us.**

All children have rights.

Our rights give us power to change things.

Slowly ask the following questions and gently encourage each child to speak up at least once in the discussion.

What do you think of that statement?

Do you think you have the power to change things here in this camp / settlement / community? (If not, what stops you?)

On flipchart, draw a simple flower with 10 big petals on it (1 for each child in the group). Ask: If you could change one thing in this community, what would it be? Write their answer on their petal (and if you have crayons/pencils, then invite them to colour it in). Do this whether the children are literate or not.

If the adolescents are comfortable writing and facilitating, then do the first petal and ask someone to take over.



“Our time for this topic is almost up. I hope you found it interesting and feel stronger and safer as you go about your days. If you want to learn more about your rights, we could arrange a separate session another day. We are going to spend lots of time in the next sessions looking at what changes you would like to see so children feel safer here.

One last point, while adults (mainly your parents or government officials) are responsible to make sure your rights are met, you should be aware that you have responsibilities. And as you get older, they will increase. What are some of the responsibilities that you have now?” [doing my schoolwork; helping my parents - as long as I can still attend school and sleep enough and play occasionally! to keep my hands to myself and not get in fights]

5.5 Closing (5 mins)

Thank everyone for attending and participating. We want all that and more tomorrow!

Remind them a) When you will meet again and where and b) that you are staying behind in case anyone wants to discuss something.

Invite them to wash their hands and have a snack before they head off.



6. SESSION 2 (90 MINS)

You will need:

- A space big enough to have a circle of 22 people
- 2 sets of (laminated) cards for Standards 7-20 & CPMS handbook (we call these pledge cards)
- 2 (laminated) activity books
- 4 copies of a prepared ballot with the number and CF text of standards 7-20
- 4 pens/pencils
- 12 coloured crayons / pencils
- An activity book for each child to take home
- Snacks

6.1 Welcome back & recap (7 mins)

Thank everyone for coming back and being on time. We are going to start with a QUICK MOVEMENT ACTIVITY

Ask everyone to stand (as they are able). You are going to act out the life cycle of a plant. First, ask everyone to curl up like a seed in the ground. Then, start to grow slowly bit by bit (you can add that there is sunshine and rain but also some heavy rain that hurts and winds that blow). When everyone is standing tall, ask them to unfurl their leaves by sticking their arms out and now reach up towards the sun. Nicely done!

Last time, we had a discussion about the rights that children have. Can anyone remind us what rights are? What are a few examples? Is there anything else you learnt from our time together?

Key points are 1) we have rights as children; they help us grow and thrive and can never been taken from us; 2) some examples - a right to family life; to a religion; a nationality, a name, education, etc; 3) our voices as children matter.

6.2 So what are the “CPMS”? (35 mins)

Try to speak with great energy and enthusiasm in this session.

6.2.1 What principles do child protection workers use? (5 mins)

- “Principles are what guide any person’s behaviour at all times, not just at school or work. It’s how you put the values of your family or community into action. (You could ask what values their families have) It’s the same for child protection agencies working during an emergency.”

- We have 10. Some are:
 - Do not harm anyone!
 - Remind adults - and children - how quickly children can recover, and how capable you are to do things.
 - Help you get what you need as children and recover from anything bad.

Adolescents: You can ask them to read the Principles cards out loud. If you have the time, you could then mix them up and put them down picture side up. Ask the group to step closer and see if they can guess which one is which. You may need to remind them of all 10 Principles.



6.2.2 What are “child protection minimum standards”? (5 mins)

- Humanitarian workers also have rules - rules about your safety. We have put all these rules in a book - which we call the C P M S for short (point to the pledge card with the book icon). It tells us the best ways for grown-ups to protect all children from being hurt or treated badly when there is an emergency. We call our rules “minimum standards”.
- For example, there is a minimum standard that says that grown-ups who want to protect children in an emergency must work together. We also want you to work together and present your ideas about these standards, your opinions, so we can learn from you how to best protect all children right here, right now

SNACK BREAK - Take a 10 minute pause for a snack and toilet. Be sure to keep track of all the children.

If you have time and children have energy and interest, you can introduce the cards game. Adolescents would have 30 mins to play the card game. Divide them into groups of 5; if at all possible, make sure one adolescent in each group can read. Pass them the instruction sheet and sets of cards. Help them run the game as independently as possible; with a group that in not literate, you can read the instructions and then break into groups; circulate to ensure they have understood the instructions and the cards as they are turned.



6.2.3 Samira’s story (15 mins + 10 mins discussion)

Divide into 2 groups as far away from each other as the space allows. Distribute the activity book and explain that they can take it home to do with their parents or siblings. We will start with the story at its centre about a girl named Samira and her family.

While you read, the children can count how many times they see the CPMS handbook in the illustrations. Take your time reading the story and after every page or 2, ask the children for their thoughts or questions.



When the story is over, take 10 minutes to ask::

- How many times did you see the CPMS ? [symbolising child protection capacity]
- Without naming names, do you know any children who were helped like Samira and her brother?
- Who do you speak to if you know that a child needs to be protected? It can be a child who is in danger, for example because they are injured or have a disability, are being treated very badly or cannot find their family?
- Who do you speak to when you are sad?

Do your best to be sensitive to how much children want to share but also to encourage them to feel safe.

6.3 Introduce topics / issues covering Standards 7-20 (15 mins)

Continue in your 2 groups.

“As we saw in our story, there are a lot of risks that children can have and troubles that they face. You yourselves know many of them here. Our child protection standards aim to help with each of them. Let's take a look.”

Spread out the cards of the 14 standards with the illustrations face up. The children can stand up and walk around if helpful. Ask them to tell you what risks and solutions they see. Praise all their ideas. Once / If they get it correct, they can keep the card. Tally the points at the end OR identify the cards collectively with no points allocated. You may need to explain some of the illustrations as they are global drawings of some difficult concepts! Just ensure that all children get a chance to share what they see.

6.4 Select which 4 are most important here and now (18 mins)

Come back together as one group.

Explain that we are now going to reduce the number of issues from 14 to 4. They get to work together to choose which 4 standards are the most relevant to them and their peers at the moment. In our next session, we (the facilitators) will explain to the group what sort of efforts are being made to achieve these 4 standards.

If you have a cooperative way to do the selection, please use it. Otherwise, we would suggest:

1. Keep the illustrations of the 14 cards visible.
2. One facilitator asks if anyone needs any clarification or has a question. Reassure them that there are no silly questions.
3. The other facilitator quickly creates 4 groups of 5 people, placing the youngest and / or least vocal in the same 2 groups (which the facilitators will join).
4. Give each group a prepared ballot. Ask them to collaboratively mark the 5 that are most important to their small group. Suggest that they start by ruling out as many as have little to no support. Allow 10 minutes for this exercise. Encourage them to come over to the cards for inspiration (and to check on the number of the standard so there are no errors).



6.5 Closing (5 minutes)

Facilitator 1 asks everyone to step into a large circle. Thank them for their time. Turn to the person beside you and tell them one thing you liked about our time together.

Facilitator 2 is checking that numbering on the ballots was clear and adding up the results. Share the results when you rejoin the circle.

Remind them when you will meet again and where, and that you are staying behind in case anyone wants to discuss something.

Be sure to hand out an activity book / child. They do not need to bring them back.

Be sure to keep the flipcharts to post in Session 3.

Guidance on preparing for session 3

You need to create a simple way to explain the current programming on all 4 topics (2 mins / topic). Be sure to think of it from the children's perspectives; what did they raise in the session?

Then prepare an even shorter summary of the main limits/obstacles to better programming (e.g. limited funds, short timeline, shortage of positions or recruited staff, attitude of community / grownups, etc). Keep it simple but be honest, as the children want to trust you.

Practise these 4 summaries, so they feel smooth, clear and authentic to your ear. Now create one very simple flipchart for each one; they could have 5-6 key words, or one image, or one pathway of different elements. If you are stuck for ideas, flip through the activity book and pledge cards.

7. NEXT DAY — SESSION 3

You will need:

- The relevant 4 cards from the pack (don't lose them!)
- The relevant Principles from the Pledge cards pack
- The relevant 4 standards from the Pledge cards pack (don't lose them!)
- 40 sticky dots or a marker pen
- Blank flipchart & tape
- Flipchart with rules from session 1

7.1 Welcome back and Recap (10 mins)

- Divide the children into 2 groups. Thank them for coming back and being on time. Explain that you have put pictures of all 10 principles that we discussed last time in a pile at the end of the room. Each time has to send 1 or 2 people down there to find the correct Principle when it is called out. To get there and back they have to do a silly thing.
- Call out: Person 1 - walk like an elephant/cat/snake to the pile and find the Principle: Children have a right to life and to develop in a healthy way. (Principle 1)
- #2 - walk like a giant to the pile and find the Principle: Children are kept safe from harm. If children have been hurt or harmed, or worry that they will be, they are helped to feel better and safer. (Principle 7)
- #3 - fly like a bee to the pile to collect the Principle : Support children's inner strengths and skills as well as their relationships with the people around them, so they can cope better with difficult experiences. (Principle 10)
- No need to make it a competition or for everyone to go - people can volunteer; just get everyone laughing!

Then ask them

- what did we discuss last time? (Key points are 1) principles govern how we live our lives; 2) standards are agreements that CP agencies have made about how to do good work)
- With the younger children, ask them what were some of the problems that Samira faced in her story?
- Remind the group which 4 children's protection topics they thought were most important to children here and now. This is session #3 of 5 and today, we are going to discuss in some detail the 4 topics that you selected.

Adolescents: You can also ask them a) how the expression of their rights changes as they grow older (for example, not to get married too young; to be able to access secondary school and not just the basic grades; not to be sent off to work in the fields with strangers) b) how their responsibilities shift as they grow older (care for others; harder chores; money management, etc.)



7.2 Explore each of the 4 selected standards (10 minutes X 4 standards)

Remain as one group. Go standard by standard, repeating the points below.

Note that every 1 or 2 standards, you will likely need a “wiggle break” to get up and move, such as what you did last meeting (e.g. follow the leader's movements / sounds [claps, stomps, snaps], spell something out with your bodies or even do jumping jacks).

- 6.2.1** Pass the correct illustrated card around the group. Remind the children what the CF standard says. Ask them why the issue is so important to them and who it affects (you have time for 2 answers for each standard).
- 6.2.2** Using the language you have prepared, explain in 1-2 minutes what programming the agency / sector currently has. Take another minute to share the constraints you feel the programming has. Use the diagram or flipchart you have prepared.
- 6.2.3** Ask the children to explain what they heard you say; if there are any inaccuracies, gently clarify them using different language. Ensure everyone has a chance to contribute their thoughts.

7.3 Select which 2 will be pledged and monitored (15 mins)

Break the children into 2 groups each with an adult facilitator. Ask if they feel prepared to make a selection and if not, what do they need. Explain that the final two will be unpacked with greater discussion and examples at the next meeting in one week.

Adolescents: you could prepare written ballots for each person if that feels more mature.



Then, have the children line up, with the first person facing a wall. On that wall are the 4 illustrated pledge cards (good to stick them on flipchart paper). Tell the children that as best as they are able, they are to cover their eyes with their left hand and put their right hand on the shoulder of the person in front of them. The person at the front of the line will uncover their eyes, take 2 stickers from one of the facilitators, and place them by (not on!) the topic they want to explore more. If you don't have dots, then have the children mark 2 Xs on the flipchart paper). Then they will go behind the line of children to sit down facing the other way, and the line will all take a step forward. The 2nd facilitator should try to keep the attention of the seated children with some light chat; this is so they don't turn around and see how peers are voting. Encourage the children to be ready with their choices. This should take 8 mins or so.

7.4 Closing (3 mins)



Facilitator 2 asks everyone to step into a large circle and thanks them for their time. Ask everyone to turn to the person beside you and tell them one thing someone else said that you liked (& then remind them that it's important to pay attention throughout the session, as we will discuss more important issues next week).



Facilitator 1 has been adding up the dots and comes to the circle to share which 2 standards have been selected (It is important that facilitator shares the result at this stage and let them know which two standards have been selected).

Remind them a) when & where you will meet again and b) that you are staying behind in case anyone wants to discuss something.



8. GUIDANCE ON DESIGNING THE PLEDGE DAY USING ALL RELEVANT CP ACTORS

We now have a golden opportunity to change for the better how we work. But we need to use real skill and care to develop prevalent and meaningful pledges that are based on the 2 topics or areas of programming that are most important to the children and on which they want action. As one reviewer shared, you don't want to "raise expectations and fail to meet them - which would prevent the children from being able to hold the agency to account (the goal of the exercise) but also might create additional disappointment and time burden."

As Save the Children puts it: "Our ability to close the loop with children depends on us being able to communicate what we have done, could do in the future and cannot do at the moment, based on what children told us... Although an output of a children's consultation is usually a report (for both children, and for adults) ... this is not the intended end result. Instead, we want to ensure the children's consultation changes and improves how we are doing things, and/or informs the design of new approaches" (*Guidance: Children's Consultations in Humanitarian Contexts*, 2023).

As you prepare to pledge improved performance to the children you serve, there are a number of **questions to consider**. Such as:

- Start by reminding yourself of what the children told you. What changes did they want?
- Given your constraints (financial, security, human resources, etc), what is feasible to improve within the time period? Challenge yourselves to achieve the highest standards of your work in each area. Who is responsible for each aspect of that improvement? Be very specific in your answers.
- What is standing in your way? Who within your agency has the leverage to remove or reduce those obstacles? Who beyond your agency has that leverage? Can they be convinced to make the necessary changes? How and will it possible within the agreed timeframe?
- How do you plan for these changes - to staffing levels, staff attitudes, etc. - to occur within the timeframe?
- Looking at your draft plan, how can you as an agency / team stretch to do 10% more, so that you are not pledging the very minimum - that may seem small and inconsequential to children - but something more meaningful and yet achievable?
- Once you have a set of actions to pledge, how can you frame them in a way that helps the children see that you are going to do better within a constrained situation? You may want to think about how you have and will continue to advocate for their needs and also provide opportunities for them to speak to those with power over these matters.
- How do you think your pledges can be measured? *While the children will determine what criteria they will use to monitor your performance*, it may be helpful to prepare 2-3 for each area.



You will need to **take your pledges to senior management** to get their continued support. To prepare for that, a) remind yourself on how this process helps them to achieve their goal of effective management and being accountable to the children who they serve; and b) what specific asks do you need to make - just approval? re-allocation of some funds/staff (for how long)? a discussion with your donor for longer-term change? lobbying of other humanitarian actors? In the meeting itself, after reminding them of the reasoning and process of the initiative, explain what the children have asked for and how you propose to meet it within existing constraints. Request the specific support that you need from the manager.

You may need to **make small adjustments** to your pledges because the reality is that the whole agency is standing up to make these measurable improvements to a portion of the people it serves.

If senior management is not on board with the pledges that you have carefully developed and only as a last resort, what alternative pledge would they be willing to make?

If this is an inter-agency initiative, then meet to **share the pledges that you are making**. You may find synergies or discrepancies between you that should - if possible - be ironed out before the pledge day.

Organise to have as many of the **relevant CP staff attend**. For example, if the chosen standard is on group activities, then free up the Child Friendly Space staff and volunteers; if it is about case management or child labour, have those staff be present. If you can, be brave and invite your counterparts in the relevant government Ministries and donors (whether that is the UN, an INGO or direct donor representative); this is an education for all of us and it would prompt them to be more accountable to children.

Invite your most senior colleague to attend and make the pledge to the children on behalf of the agency; if this is an inter-agency initiative, ask for the others to take the same step. Consider asking the head of camp management as relevant.

Be sure to create **a simple visual** to accompany the pledge process.



9. AFTER A WEEK - SESSION 3 PLEDGE DAY

You will need:

- The old flipcharts
- A (laminated) CPMS activity book
- If possible, your agency's most senior colleague & as many of the relevant CP staff as possible
- The pledge cards

9.1 Welcome back and Recap of process (10 mins)

Welcome children into the circle and introduce any new attendees.

Ask someone to put up their hand if they remember some of the Standards that we discussed last week (#7-20). Ask them to step into and stay within the circle as they give their answer. Be generous with how they share their knowledge and reframe each Standard if need be. If there are few answers, hold up the activity book with Samira's story and encourage them to recall what happened to her and her brother. To make it more fun - if appropriate, have the 2nd person hold onto part of the person (a hand, a leg, an elbow, etc.). The next person holds on to one of the people; and so on, until we have a twisted knot of fun and everyone is involved!

Share the plan for the session, reminding them of the 2 standards they have selected. It may be helpful to spread out the pledge cards of all the Standards you considered, and then reduce the pile to 4 and then the final 2.

9.2 Overview of programming on each of the 2 standards (35 mins)

For each of the 2 Standards, take the following approach. **Speak in simple & engaging language** and use any visual aids; stop occasionally to clarify what the children have understood you to say.

- State the CF Standard.
- Express why the children are particularly concerned with this issue – “we heard you tell us that...”
- Check with the children “Does that represent what you said last time?”
- Repeat what the agency / sector is doing now about this issue - provide 1 or 2 examples
- Repeat what some of the constraints are to improve or expand the programme
- Explain who you have spoken to as you tried to think of ways you could commit to improve within the 6 weeks / agreed timeline
- State what you as an agency pledge to do over the coming weeks

At the end of the session, after all clarifications have been made, to make the event more formal, you could ask the senior manager to step up and declare the 2 pledges while holding a copy of the CPMS and then...

9.3 Quick movement activity (5 mins)

Shake the hand of each child in the room (get them to stand up as each one does it and let out a big jumping cheer at the end!)

(7 mins) 1. Invite the adolescents to form a circle. 2. Ask for 1 volunteer to be the Guesser who will close their eyes. Once the Guesser has closed their eyes, ask for another volunteer to raise their hand silently and become the Secret Director. 3. The Guesser opens their eyes and everyone starts to copy the movements of the Secret Director, who secretly changes them from time to time. 4. Play until 3 people have been the Guesser and then do a brief reflection: What did you notice about your teammates during the game? When in your life is it important to pay attention to people and things around you? What can you do to make sure you can pay attention when you need to? And then stress that this next exercise is going to need their concentration.



9.4 Getting practical

8.4.1 Divide into teams to agree on the next steps (5 mins)

- Ask the children to divide themselves into 3 groups based on whether their main interest is Standard A or B or “both”. Even up the groups by allocating the “both” - so you end up with 2 groups.
- Explain that the children are going to figure out how they will decide whether things are getting better. We adults are going to listen and only help if you ask us. This is your activity!
- First, however, do a check-in within each of the groups. Ask the children to curl up in a ball (like the seed) - as they are able.

Adolescents: You may choose to check-in verbally with each person or have another adolescent-friendly activity in mind.



And then on the count of 3, they are to unfurl to the height of excitement they have for the upcoming monitoring activity. If you stay a seed, you are not yet ready to participate (and we will follow up with you separately); if you are just popping up from the earth, you may have some questions or doubts that we should speak about; If you are almost all unfurled, then it's



a go; and if you are standing tall and waving your arms, then we know you are ready to take this forward and perhaps even lead. 1-2-3!!

- Take a note of those who remained seeds and speak with them after the session.
 - Using that level of energy, ask each group to pick 2 co-leaders.
 - Explain that you will be in touch with those lead monitors over the coming weeks to offer any support required. For example, you will pass copies of the agreed monitoring tool to them within 2 days. Stress that people can still come directly to you, if they need to.

9.4.2 It's time for the children to determine the 3 or 4 criteria they will use to monitor performance over the agreed timeframe. (10 mins)

Throughout this whole process, only give your opinion if you feel the group is really off-track or if you are asked. Guide the new leaders to have a brainstorm with the group of what those might be and offer to write them down. Gently encourage the co-leaders to include all voices and praise people for their contributions. Only guide them through any relevant examples of a criteria if they get stuck, for instance a criteria may be "If a safe space for the children is accessible for all the children in its vicinity".

After 10 minutes, say that you can make these into a monitoring tool [such as a checklist] for the co-leads and now the group needs to think about **how they will monitor** (10 mins)

You can nudge along their thinking by suggesting they consider: Are they going to interview adults or children? individually or in groups? will they observe or ask to see log sheets of numbers of children served? Are there things that they want you to track and report to them? If the leaders are not literate, what help do they want (and from whom) to note down information? Explain parameters such as a) that all times the privacy of individual children and families will need to be kept and b) any requests for numbers should come to you and not other agency staff.

9.5 Closing (5 mins)

Thank everyone for their attention. A lot was covered today! Using visual aids, recap the journey you have taken together from Session 1. Stress that you are looking forward to hearing their observations in a few weeks time and that you remain available. You will be working to make the pledges happen within your programming, as well as bringing all this information that the children have shared so far to your agency and other child protection actors.

10. GUIDANCE ON SUPPORTING THE TEAMS WHILE THEY MONITOR

10.1 Note:

If your colleagues who work in programmes that will be monitored have not been present it is **imperative that you brief them**. If you cannot do so in person, then create a short Q&A document and encourage them to reach out to you. Stress that this is a trust-building exercise with the children we serve and naming and shaming of any staff or child will not be tolerated.

10.2 Initial meeting with the 4 co-leads within 2 work days:

It is suggested that one of the facilitators meets for 30 minutes to go over the 2 monitoring tools they have created; it's probably easiest if each team fills out one joint form per week. Share as many copies as they will need and discuss how they will keep the completed ones safe over the timeframe (i.e. can they photograph them?). Ask if there are any questions and/or support they need. Stress that if they have any problems or concerns, they should contact you.

10.3 Weekly meetings:

These are regular, quick check-ins to answer any questions and provide support. Ask if they are finding it possible to observe / track/speak with the people they wanted to. Are there any obstacles? Is the whole team contributing? Do they want to adjust their approach? What support do they need from you - if any?

10.4 Note:

The week of the final check-in, select and brief the 2 additional people who will act as support for the children's analysis and note-taking. These may be staff in other agencies or different teams or older adolescents - they need to be generally neutral, patient with younger children and literate.

Adolescents: You may feel that the analyst role could be done by two of the adolescents; if so, do brief and support them well.



11. AFTER 6 WEEKS - SESSION 5

You will need:

- The pledges on flipcharts
- A support person for each group
- Flipchart and 2 pens
- Snacks & hand sanitiser
- Senior manager from agency (same as previous meeting)

11.1 Welcome & recap (5 mins)

Invite the children to sit in a circle. Thank them for coming back and being on time. Explain the plan for the day. Introduce any additional colleagues who may be attending.

Ask: who was able to participate every week? Great & thank you! Did anything surprise you about doing this monitoring exercise? Were there any fun/ny moments?

Share any anecdote that demonstrates how impressed you are with their hard work, as we have gone from looking at many Standards for CP workers down to 2 that you have monitored for several weeks.

11.2 What did you see? (30 mins)

Explain that this is the time for each group to sit together and discuss what they learnt and determine what progress has or has not been made against the agency pledges. Once they have their answers, they will share them with the agency staff.

They divide into the 2 groups with their (adult) analyst / notetaker. The analyst takes the support role by reading out the pledge the agency made on this Standard. The children should remind themselves of what that improvement was going to look like. Then - using their weekly form / checklist, as well as anyone's additional recollections - they should share what they noticed the first week. And the 2nd, and so on. Try to ensure that each child contributes their recollections / feedback.

After each week's report has been shared, the analyst can ask "does that mean improvement/ no change / backsliding?" And then plot that on the flipchart in a simple line graph format.

Adolescents: Depending on your group, you may suggest that the adolescents appoint an analyst from amongst themselves.



And then plot that on the flipchart in a simple line graph format.

At the end of the reporting back, the analyst can review the graph with the children and ask if that seems a fair assessment of what they observed. Does anyone have some additional feedback? If needed, adjust the graph according to their overall feedback. Ask: What were any lasting impressions? Add that in icons or key words to the flipchart.

After 30 mins (or less), have the groups come back together for a QUICK MOVEMENT ACTIVITY (5 mins). One group stands in a circle facing each other's backs; the other group stands inside that circle facing the other direction. Everyone raises the hand that is closest to the other circle. The outer circle should start to walk in unison around the inner circle high 5ing as they pass each person. Then have the inner circle start to walk in the opposite direction. Once the children have got used to that ask them to speed up according to your pace - start clapping a little faster and then very slow and then VERY fast and then finally slow to a stop. (This game should be adaptable to children with mobility impairments but without the high-5s).



Note: The co-leaders may want to sit out the game with their analyst and instead review what they will be presenting back to the large group.

11.3 What do we hear? What do we do? (25 minutes)

Have everyone sit in a circle (if the space allows). Invite the co-leaders of the first group to use their group's flipchart to explain what they saw as progress or not over the weeks of monitoring. Be sure they include any lasting impressions. Their analyst can support them to report back fully.

Ask the lead/manager to repeat back in simple words what they heard from the child monitors. Then ASK the staff: Is that a fair and accurate representation of how the past weeks have gone? In just a sentence or 2, what have you learnt from the children? In 1 minute, what do you plan on doing with this feedback?

Ask the co-leads and members of the first group if they felt heard and understood. If there is some doubt, ask them to explain why as best they can; let them know that these concerns will be taken to the next staff meeting, and that you would welcome a continued discussion.

Repeat the exercise for the 2nd Standard. If need be, have a quick "wiggle break" between them.

11.4 Quick movement activity (2 mins)

Use one of the earlier ideas for this last "wiggle break".

11.5 What can we do next? (10 mins)

Have a senior manager come forward to acknowledge that change can be hard and that they are proud and grateful to all the colleagues who have been striving to improve programming in these important areas. Stress how helpful it has been to have respectful and clear feedback from the children now and throughout the initiative. They should state what they have heard and speak to what will happen next to the feedback (both the + and -).

Adolescents: You may want to work with the 4 co-leads to see if they want to facilitate the next steps session



The facilitators should take over and say that while this meeting concludes the exercise, you are interested to hear what the group would like to happen next. For example, do they want the activity book to be available to more children? Or would they just like the co-leads to be told what longer-term changes to programming will be made, and they can spread the news?

Certainly invite them for a debrief after the closing to discuss their roles and what they learnt.



11.6 Closing (23 mins)

Thank everyone - old & young - for their participation over the weeks and their willingness to share in improving lives here and now. Recap what has been agreed as to where the feedback will now go and what (if any) are the group's next steps.

Close with a chance for all agency staff to shake the hand - or to make it more fun, high five each child as a way to seal the pledges and accept the feedback and agreed plans.

Ask two of the team leaders to facilitate an evaluation. While the grown ups get the food prepared, they can ask for discussion or vote (consider using a scale instead of yes/no) on:

- Did you like this process? If we did it again, would you suggest to a friend that they get involved?
- Did you learn something new? If yes, what?
- Did you make a friend / learn something about people in this group?
- Do you feel that children can influence change here?

Invite the children and staff to enjoy a snack together before heading off for the rest of their days! Provide hand sanitizer or wash basins!

The Alliance for Child Protection in Humanitarian Action (the Alliance) sets standards and provides technical guidance to support humanitarian actors in preventing and responding to harm to children.

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