Protection of Children in Disaster & War

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Learning Objectives for Session

- Recognize the key information needs at the various phases of response to emergencies and the importance of sectoral and agency coordination

- Consider the interaction of functionality and feasibility in determining assessment strategy

- Identify key tools and approaches for reliable and ethical data collection and use
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Recognizing what we already know and what we need to know (and when....)
Statements receiving 100% support from CP experts (Ager et al., 2010)

- We must establish a 'culture of learning' among agencies.
- In enabling community mobilization, it is vital to include different community sub-groups.
- Programming should be inclusive and reach out to a range of affected children.
- Strategies are required for youth who have missed education to become economically active.
- We need to develop an evidence-base of what constitutes effective child care and protection.
- We need strict ethical protocols for collecting information from children.
- We need to provide 'girl friendly' reproductive health and GBV services.
- We need to put strategies in place to prevent the separation of children.
- There is a need to plan reintegration from a long-term perspective.
- Efforts to support children are most effective when based on their strengths and resources.
- Child protection must be addressed and prioritized within military and peacekeeping operations.
- **Specific strategies need to be put in place to engage girls in education and training activities.**
Aims of Child Protection Rapid Assessment

- **SCALE** of needs and protection risks;
- **PRIORITIES** for required response – geographic and programmatic areas of priority, from which funding priorities can be agreed;
- **HOW** such response should be configured – including what existing capacities the response can build on;

Depending on the context, CPRA may also be useful for other purposes, such as:
- Creating an **EVIDENCE-BASE FOR ADVOCACY** with stakeholders (armed groups, government etc);
- Providing some knowledge of where the main **INFORMATION GAPS** are.
Scale? Priorities? How?
ASSESSING CHILD PROTECTION IN EMERGENCIES:

FIELD EXPERIENCE USING THE INTER-AGENCY EMERGENCY CHILD PROTECTION ASSESSMENT RESOURCE TOOLKIT

Report and Recommendations Prepared By:
Alastair Ager, Lindsay Stark and Courtney Blake

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Program on Forced Migration and Health
IATF on Assessment: 3 Phases of Emergency Assessment

1. **Phase I – Preliminary Scenario Definition.** This phase should happen within 72 hours of the onset of the emergency and does not include sector specific questions. It is meant to:
   - Estimate scale and severity of impact;
   - Locate affected populations;
   - Inform initial response decisions;
   - Inform phase-II rapid assessment

2. **Phase II – Multi-Cluster/Sector joint assessment** This phase should take place within the first two weeks of the onset and will look into top priority sector issues to:
   - Inform initial planning of response & highlight priority actions;
   - Define focus of follow-up assessment;
   - Establish baseline for monitoring

3. **Phase III – Cluster/Sector-specific Assessments.** This phase addressed more detailed and in-depth sector specific questions and will take place the third and fourth week following the onset of an emergency. During this phase, joint (i.e. interagency) cluster/sub-cluster assessments will strive to:
   - Analyse situation and trends;
   - Adjust ongoing initial rapid response;
   - Inform more detailed planning of humanitarian relief;
   - Establish baselines for later impact evaluation
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Assumptions

1. Assessment teams will have minimal skills and capacity on CP and assessment
2. Some Information Management technical support will be available
3. It will be possible to accessing at least some parts of the affected population
Analysis Plan

- Efficiency: that only useful and manageable information is collected;
- Thoroughness: that all the necessary information is collected;
- Feasibility: that the process can practically lead to arriving at the required information for programming and advocacy purposes;
- Usability: that an action plan is developed to use the collected information to inform programming and funding priorities.
- Preferred sampling method in a Rapid Assessment is “purposive” sampling
- The appropriate Unit of Measurement in the rapid phase is the “community”
Assessment Tools

Recommended tools

- Desk Review
- Key Informant Interview
- Direct Observation

Optional Tool

- Focus Group Discussion

Note: All the sample tools provided in annexes to this guideline should be adapted to local context.
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Rapid Appraisal in Humanitarian Emergencies
Using Participatory Ranking Methodology (PRM)

Alastair Ager, Lindsay Stark, Thalia Sparling & Wendy Ager

Version 1.1, February 2011
Focus Groups Discussions are frequently poor sources of data because they are:

- run as ‘group interviews’ based around a long list of questions more appropriately asked via a survey
- experienced as ‘interrogations’ rather than ‘discussions’
- profligate in their loss of narrative insight (reducing conversations to ‘bullets’)
- poorly understood by facilitators (who are inadequately equipped to conduct effective FGDs)
- used as a means of confirming - rather than opening for challenge - agency assumptions
- difficult to collate reliably (e.g. comparing across settings or groups)
PRM as an alternative approach to FGDs

Discussions structured through PRM are frequently strong sources of data because they are:

- genuinely empowering and participatory, shaped by participants
- experienced as lively, intense, open discussions
- able to capture key narrative (‘propositional quotations’) as a basis for deeper understanding of local context
- easily understood by facilitators (who are rapidly confident to conduct effective FGDs)
- useful as a means of challenging - rather than confirming - agency assumptions
- straightforward to collate reliably (e.g. comparing across settings or groups)
Rapid Appraisal in Humanitarian Emergencies Using Participatory Ranking Methodology (PRM)

Alastair Ager, Lindsay Stark, Thalia Sparling & Wendy Ager

Version 1.1, February 2011
Participatory Ranking Methodology

- A participatory methodology in the tradition of PRA, RRA, PLA etc.
- Structured by three steps: Pile – Rank – Meaning
  - **Pile:** issues, challenges OR RESOURCES
  - **Rank:** priorities amongst the local community
  - **Meaning:** how local people understand issues
Participatory Ranking Methodology

- **Pile:**
  - Define scope
  - Elicit responses
  - Select object
  - Negotiate categories
  - Prompt if required

- **Rank:**
  - Define continuum
  - Place objects
  - Adjust positions

- **Meaning:**
  - Record
  - Clarify
**PRM DATA COLLECTION FORM**

**Framing Question:**

**Facilitator:**  
**Notetaker:**  
**Location:**  
**Number in Group:**  
**Date:**

**Group Details:**  
(e.g. positions, age, gender etc.)

**Key Issues Identified:**

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**Comments:**

(Please write down what people say, using their own words – don’t paraphrase).
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