



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Prevention of Separation Learning Package

Facilitator's Guide



UNICEF/UN0609995/Vladimir

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1. INTRODUCTION AND LEARNING OBJECTIVES

Welcome to the Prevention of Separation Learning Package

This introductory learning module has been developed by the Alliance for Child Protection in Humanitarian Action (the Alliance). The learning module is designed to strengthen participants' overall understanding of prevention related elements from the UASC Handbook and Toolkit and the ACE Toolkit within the three levels of prevention described in the [CPHA Primary Prevention Framework](#).

The decision to use this learning package should be based on an analysis of current capacities and the identification of specific learning needs that align with this package's objectives.

The module is designed to be implemented as a standalone module, as part of a broader learning experience—such as the UASC Toolkit TOT—or in conjunction with the Introductory CPHA Primary Prevention Framework learning package.

This module is aligned to the [Primary Prevention Framework for Child Protection in Humanitarian Action](#), 2019 [Minimum Standards for Child Protection in Humanitarian Action](#), [Child Protection in Humanitarian Action Competency Framework](#), the Alternative Care in Emergencies Toolkit and the [Field Handbook on Unaccompanied and Separated Children](#) and the [Addendum to the Field Handbook on Unaccompanied and Separated Children](#).

Overall Course Aim and Objectives

The package provides an introduction to prevention and aims at bolstering participants' capacity to apply the Primary Prevention Framework to prevention of family separation in humanitarian action.

- Introduce the facilitators and fellow participants
- Discuss and agree ground rules to establish an effective learning environment
- Recall key safety and security guidance for the context

The learning objectives are that by the end of the learning journey, participants will be able to:

Session 0 - Introduction	<ul style="list-style-type: none">• Introduce the facilitators and fellow participants• Discuss and agree ground rules to establish an effective learning environment• Recall key safety and security guidance for the context
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<p>Session 1 - Learning Journey and Rationale</p>	<ul style="list-style-type: none"> • Explain the origin of the Prevention Addendum to the UASC Toolkit • Describe what is meant by primary prevention
<p>Session 2 - Overview of Primary Prevention Framework</p>	<ul style="list-style-type: none"> • Explain how the Primary Prevention Framework applies to prevention of family separation in humanitarian action • List the three levels of prevention and provide an example of each when applying to prevention of family separation • Give examples of the CPHA Prevention Principles • Give examples of key elements for primary prevention of family separation in the programme cycle
<p>Session 3 - Applying the Primary Prevention Framework to prevention of family separation in humanitarian action</p>	<ul style="list-style-type: none"> • Explain primary, secondary, and tertiary prevention in the context of family separation • Give examples of risk and protective factors relating to family separation at the population, group, and individual levels • Suggest ways to prevent separation and preserve family unity • Suggest ways to mitigate impact and prevent further harm, including reoccurrence of separation
<p>Session 4 – Wrap-up and Close</p>	<ul style="list-style-type: none"> • Identify their own key learning from the course • Provide feedback on the learning session

2. PARTICIPANT PROFILE

This learning package is targeted at mid to senior level CP humanitarian practitioners who want to strengthen their knowledge and skills on prevention programming in child protection in humanitarian action and prevention of separation more specifically.

Typically, participants could include child protection in humanitarian action and child protection in development settings professionals in charge of designing, implementing, coordinating, and advocating for child protection in humanitarian action programming.

These may include CP/CPHA managers, advisors, and coordinators but it may also be tailored for government officials who may play a critical role in preparing for, or carrying out/coordinating, CPHA responses. Additionally, the learning sessions may be useful for local and international NGOs, UN agencies, and civil society organisations team members that are keen to better understand the prevention component of CPHA programming in order to reflect this aspect in strategic organisational planning. This is not an exhaustive list.

3. SAMPLE AGENDA

Session 0 - Introduction		30 min	9:00
Session 1 - Learning Journey and Rationale		20 min	9:30
Session 2 - Overview of Primary Prevention Framework		50 min	9:50
Break		10 min	10:40
Session 3 - Applying the Primary Prevention Framework to prevention of family separation in humanitarian action			
3.1 Primary Prevention	3.1.1 Assessing risk and protective factors relating to family separation at the population level 3.1.2 Measures to prevent separation and preserve family unity	90 min	10:50
Lunch Break		40 min	12:20
3.2 Secondary Prevention	3.2.1 Assessing risk and protective factors relating to family separation 3.2.2 Measures to prevent family separation and preserve family unity	90 min	13:00
Break	10 min	Break	14:30

3.3 Tertiary Prevention	3.3.1 Assessing risk and protective factors relating to unaccompanied and separated children 3.3.2 Measures to mitigate impact and prevent further harm, including reoccurrence of separation	80 min	14:40
4 Wrap-up and Close		30 min	16:00

4. FACILITATOR SKILLS

Practitioners using the Prevention of Separation Learning Package need to have consolidated experience in Child Protection in Humanitarian Action and a full understanding of the sector and how it works within the broader humanitarian architecture as well as a full understanding of the Child Protection Minimum Standards and their use. Facilitators need to be comfortable with participatory approaches and be able to work in a facilitating style, helping learners to construct knowledge as opposed to reproducing a series of facts.

See the Alliance [Facilitator Handbook](#) for further guidance, if required. The purpose of the handbook is to support occasional facilitators to prepare for and deliver the Alliance training packages.

For more guidance, contact the L&D Working Group on learning@alliancecpha.org.

5. MATERIAL AND PREPARATION REQUIRED BY SESSION

If you are delivering this training face-to-face, you will need to purchase the standard stationary items generally required for in-person training. This will include flipcharts, markers, Post-it notes, stickers for voting, Sellotape, and pens. Please note however that we have tried to be very conservative in the use of paper, so as to be as environmentally friendly as possible.

It is important for all participants to have access to the digital copies of the following resources:

- [Primary Prevention Framework](#)
- [Alternative Care in Emergencies Toolkit](#)
- [Field Handbook for Unaccompanied and Separated Children](#)

The table below lists specific preparatory actions that are for each of the sessions. In addition to these actions, facilitators should complete their own preparation to deliver each session. See the [Alliance Facilitator Handbook](#) for a suggested approach. Please be sure to prepare for the sessions sufficiently in advance.

<p>Session 0 - Introduction</p>	<ul style="list-style-type: none"> • Prepare the security briefing or invite a relevant colleague to provide this (face-to-face only)
<p>Session 1 - Learning Journey and Rationale</p>	<ul style="list-style-type: none"> • PowerPoint Slide Deck, Slides # 1–7 • Guidance Note: Prevention of Family Separation based on the Primary Prevention Framework • Alternative Care in Emergencies Toolkit, Chapter 2 • Handout Training Agenda (one for each participant)
<p>Session 2 - Overview of Primary Prevention Framework</p>	<ul style="list-style-type: none"> • PowerPoint Slide Deck, Slides # 8–12 • CPHA Video on three levels of prevention
<p>Session 3 - Applying the Primary Prevention Framework to prevention of family separation in humanitarian action</p>	<ul style="list-style-type: none"> • Facilitator to familiarise with Handout S3 Family Separation: Root Causes, Risk Factors, and Protective Factors • Handout to be distributed once Session 3 is completed
<p>3.1 Primary Prevention</p>	<ul style="list-style-type: none"> • PowerPoint Slide Deck, Slides # 13–15 • Handout Activity 3 S3.1 Case Study Primary Prevention • Facilitator Resource Activity 3 S3.1 Case Study Primary Prevention • Handout S3 Resource for Case Studies (4 copies for groupwork + spares) • Four Flipcharts prepared with discussion themes for S3.1 Activity 2 • Facilitator Resource Blank Socio-Ecological Slide # 26 • Flipchart prepared with diagram of socio-ecological model based on above template

3.2 Secondary Prevention	<ul style="list-style-type: none">• PowerPoint Slide Deck, Slides # 16–20• Handout Activity 3 S3.2 Case Study Secondary Prevention• Facilitator Resource Activity 3 S3.2 Case Study Secondary Prevention• Handout S3 Resource for Case Studies (distributed in S3.1)• Flipchart prepared with diagram of socio-ecological model
3.3 Tertiary Prevention	<ul style="list-style-type: none">• PowerPoint Slide Deck, Slides # 21–25• Facilitator Resource Activity 1 S3.3 Activity Cards (prepared as per instructions on resource)• Handout Activity 3 S3.3 Case Study Tertiary Prevention• Facilitator Resource Activity 3 S3.3 Case Study Tertiary Prevention• Handout S3 Resource for Case Studies (distributed in S3.1)• Two flip charts, one with heading Risk Factors and one with heading Protective Factors• Flipchart prepared with diagram of socio-ecological model

Session 0 Introduction

Duration	30 minutes
Module Aim	Participants get introduced to facilitators and other participants; familiarise with the training settings and decide upon ground rules jointly
Session Learning Objectives	<p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Introduce the facilitators and fellow participants • Discuss and agree ground rules to establish an effective learning environment • Recall key safety and security guidance for the context
Exercises	<p>Session 0 - Activity 1 Discussion in groups</p> <p>Session 0 - Activity 2 Discussion in pairs and plenary feedback</p>

NOTES FOR TRAINER

SAY Welcome all the participants, thank them for their participation, and say that we will start with some introductions.

INSTRUCTIONS Allow facilitators and participants to introduce themselves, with name, organisation, and position in turns.

EXPLAIN That we will get into small groups. Each group will have five minutes to identify five things they have in common.

After five minutes, bring the group back together and ask for some examples from each group.

Ground Rules:

EXPLAIN We are going to be sharing this training space for the coming hours, so it is important that we consider and agree on how we will make it an effective environment for learning and sharing.

INSTRUCTIONS Invite participants to think on their own for a minute, then discuss with the person next to them for two minutes. Then bring the group together and take suggestions in plenary, making a note of the agreed ways of working on a flipchart. Elicit anything that you feel is missing, then display the flipchart on the wall.

Security Briefing

INSTRUCTIONS Orient participants to the training space, including emergency exits, toilets, break facilities, etc. Provide any necessary security information.

Session 1 Learning Journey and Rationale

Duration	20 minutes
Module Aim	Participants understand prevention related elements from the UASC Handbook and Toolkit and the ACE Toolkit within the framework of the three Levels of Prevention described in the CPHA Primary Prevention Framework
Session Learning Objectives	At the end of this session, participants will be able to: <ul style="list-style-type: none"> ● Explain the origin of the Prevention Addendum to the UASC Toolkit ● Describe what is meant by Primary Prevention
Exercises	Session 1 - Activity 1 Discussion in plenary: Primary Prevention

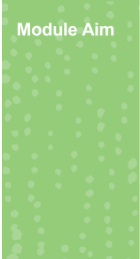
NOTES FOR TRAINER

ENSURE all participants have a copy of the Training Agenda and go through it with the group.

Session 1 - Learning Journey and Rationale	
Session 2 - Overview of Primary Prevention Framework	
Session 3 - Applying the Primary Prevention Framework to prevention of family separation in humanitarian action	
3.1 Primary Prevention	3.1.1 Assessing risk and protective factors relating to family separation at the population level 3.1.2 Measures to prevent separation and preserve family unity
3.2 Secondary Prevention	3.2.1 Assessing risk and protective factors relating to family separation 3.2.2 Measures to prevent family separation and preserve family unity

3.3 Tertiary Prevention	3.3.1 Assessing risk and protective factors relating to unaccompanied and separated children 3.3.2 Measures to mitigate impact and prevent further harm, including reoccurrence of separation
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PRESENT slide and explain the aim of the module.



Module Aim

Participants understand prevention related elements from the UASC Handbook and Toolkit and the ACE Toolkit within the framework of the 3 Levels of Prevention described in the CPHA Primary Prevention Framework

PRESENT slide learning objectives for the session.



Session Learning Objectives

- Explain the origin of the Prevention Addendum to the UASC Handbook
- Describe what is meant by Primary Prevention

ASK how many of the participants are familiar with the Primary Prevention Framework for Child Protection in Humanitarian Action.

SAY In 2021, the Alliance for Child Protection in Humanitarian Action published the Primary Prevention Framework for Child Protection in Humanitarian Action (the Framework). This was developed due to the recognition that while there has been significant progress regarding response to harm against children, less emphasis has been placed on preventing abuse, neglect, violence, and exploitation of children. The aim of the Framework is to provide guidance for humanitarian workers on the key actions and considerations to apply when developing or implementing programming to prevent harm to children in humanitarian settings “at the population level”.

Activity 1 Session 1 Discussion in plenary: Primary Prevention

ASK participants to share what they think Primary Prevention means and discuss.

PRESENT slide.

What is primary prevention?

Primary prevention is about identifying and addressing trends or patterns of risk facing children within the population, as opposed to identifying individual cases of children at risk for service provision. Primary prevention aims to reduce the risk of harm for all children within a population or a sub -group of the population

SAY Primary prevention refers to interventions at the “population level”.

ASK participants for ideas on what this means.

PRESENT slide and discuss, ensuring participants understand this explanation.

What does “at the population level” in primary prevention mean?

A population can refer to a whole society or a part of it; for example, a specific geographic community and include all the children within that community. It can also refer to a sub -group of children within the broader society; for example, all children living in refugee camps within a country, or all children aged one to five years old in the broader society.

SAY The Primary Prevention Framework was developed subsequent to the Field Handbook and Toolkit on UASC and the ACE Toolkit, and although these resources include some information on population level approaches, particularly through “child protection systems strengthening”, there is insufficient detail, including practical examples, to support implementation in humanitarian settings.

EXPLAIN To fill this gap, a Guidance Note has been developed as an Addendum to the Field Handbook on Unaccompanied and Separated Children and accompanying Toolkit, which links the purpose, concept, and principles of primary prevention to prevention of family separation. The Guidance Note is available [here](#) and will be looked into in more detail in the next session. Training in the subsequent sessions will focus on application of the different levels of prevention according to the Prevention Framework and how these apply to the prevention of family separation.

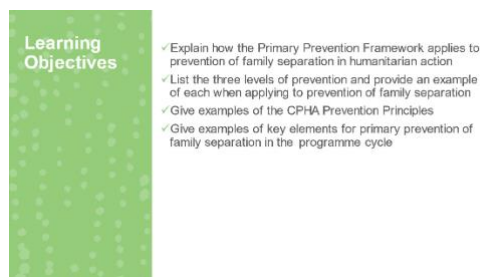
CHECK for questions.

Session 2 Overview of Primary Prevention Framework

Duration	50 minutes
Session Learning Objectives	<p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Explain how the Primary Prevention Framework applies to prevention of family separation in humanitarian action • List the three levels of prevention and provide an example of each when applying to prevention of family separation • Give examples of the CPHA Prevention Principles • Give examples of key elements for primary prevention of family separation in the programme cycle
Exercises	<p>Session 2 - Activity 1 Discussion in pairs: primary, secondary, and tertiary prevention</p> <p>Session 2 - Activity 2 Discussion in plenary: principles in relation to family separation</p>

NOTES FOR TRAINER

PRESENT slide and learning objectives.



Learning Objectives

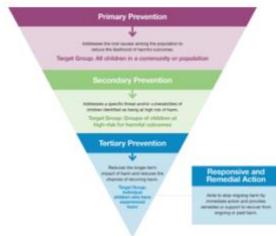
- ✓ Explain how the Primary Prevention Framework applies to prevention of family separation in humanitarian action
- ✓ List the three levels of prevention and provide an example of each when applying to prevention of family separation
- ✓ Give examples of the CPHA Prevention Principles
- ✓ Give examples of key elements for primary prevention of family separation in the programme cycle

SAY Applying a primary prevention approach to prevention of family separation involves addressing the root causes of family separation within a population or community, leading to an overall reduction in the number of children separated from their families. An example of a primary prevention approach to prevent family separation is support to caregivers, such as parenting skills sessions or social and economic support.

SAY Root causes of family separation depend on the context. In Session 3, we will look in detail at root causes and how these can lead to family separation.

SAY In accordance with the public health model of prevention, three levels of prevention are described in the Framework—primary, secondary, and tertiary.

PRESENT slide.



Activity 2 Session 2 Discussion in pairs: primary, secondary, and tertiary prevention

ASK participants to discuss in pairs their ideas of how primary, secondary, and tertiary prevention approaches apply to the prevention of family separation and what would be the target groups for primary, secondary, and tertiary prevention?

DO Give participants 10 minutes to discuss with their partner before asking them to share with the wider group.

PRESENT Slide.

Prevention level	Target group
Primary prevention – addresses the root causes among the population to reduce the likelihood/incidence of family separation	All children in a community or population or all children of a sub - group, e.g., refugee/ internally displaced populations, girls or boys of a certain age.
Secondary prevention – addresses the specific threat and/or vulnerabilities of children identified as being at risk of family separation	All children identified as being at high risk of family separation.
Tertiary prevention – aims to mitigate the longer-term impact of family separation, including preventing re-occurrence of separation and other forms of harm.	Children already separated from their parent/s / primary caregiver(s)

Or **PRESENT** the [video on the three levels of prevention](#) in CPHA programming.

SAY Insufficient investment has been made in primary prevention programming to prevent family separation across a population; the major focus of child protection actors in humanitarian programming has generally been on secondary and tertiary prevention interventions. In addition to ensuring more children remain with their families during emergencies, effective primary prevention will reduce the number of families and children in need of secondary and tertiary prevention services as well as response services, such as family tracing and reunification.

CHECK for questions.

SAY The Primary Prevention Framework includes eight principles for effective primary prevention interventions based on existing evidence. These principles are all relevant to prevention of harm to children, including family separation, and should be applied throughout all stages of child protection programming, from preparedness through to evaluation and learning.

PRESENT slide.



Activity 2 Session 2 Discussion in plenary: principles in relation to prevention of family separation

DO In plenary, go through each principle in turn asking participants if they can give examples of how each principle applies to the prevention of family separation.

Note to trainer: If participants are not sure, give an example from the Guidance Note.

REFER to the Guidance Note for further examples.

SAY As you will be aware, the programme cycle consists of five core steps: (1) preparedness; (2) needs assessment and situation analysis; (3) design and planning; (4) implementation and monitoring; and (5) evaluation and learning. This framework guides programming to enhance the quality and accountability of humanitarian interventions. Programmes for UASC, involving prevention and response to family separation, will operate within this framework. The [Guidance Note](#) outlines elements of primary prevention of family separation in relation to each of the steps of the programme management cycle. This can be used for the purpose of programme design and development.

REFER participants to the [Guidance Note](#) for further information on these steps.

SAY Finally, the Guidance Note highlights the importance of contextualisation and consideration of the nature, scope, and phases of emergencies and prevention of family separation.

EXPLAIN As with all child protection programmes, understanding the context is essential. Primary prevention approaches are mainly dependent on the identified root causes of separation, which can also be impacted by the nature, scope, and phase of the humanitarian emergency, such as sudden onset emergencies or protracted humanitarian contexts, often demanding different approaches or a combination of approaches.

SAY Prevention and response actions need to be based on the unique combination of context-specific risk and protective factors, including the cultural context, social norms, and concepts related to family

and care and protection of children without parental care, cultural perceptions of family separation, and the type and scale of family separation existing prior to the humanitarian crisis.

SAY Children are at risk of becoming separated from their families or usual caregivers as a result of any emergency situation.

ASK if participants agree with this and what could influence whether/how/how many children are separated from their families, and write their ideas on a flip chart.

REFER to the following to complement their ideas as needed:

- Type of emergency e.g., sudden onset, protracted humanitarian
- Capacity of the national child protection system
- Overall emergency response—preparedness plans?
- Pre-existing forms of care?
- Were separations happening before the emergency—why?
- Has the emergency exacerbated the pre-existing causes?
- How are separations taking place? Are they mainly “accidental” or “deliberate”?

DO facilitate a discussion on the various causes and examples of “accidental” and “deliberate” family separations, referring to the notes below if necessary.

Extra Facilitator’s Notes:

When analysing the context aiming to develop appropriate prevention and response strategies relating to family separation, it is important to understand the difference between “accidental” and “deliberate” or “voluntary” family separations of children and families. Accidental family separations often happen due to sudden or large-scale displacement and insecurity, as well as recruitment, detention, or trafficking of children. Accidental family separation can also occur after both parents die. Deliberate or voluntary family separations are often deeply rooted in harmful traditional practices and social norms as well as socio-economic vulnerability and/or insecurity. Examples of deliberate or voluntary family separations are child marriage, families relinquishing the care of children to be placed in institutions due to poverty related issues and/or the perception of the availability of good education and health support, and families sending off children for work purposes/child labour and/or as a safety measure. Divorce of parents can also lead to long-term family separation, e.g., when children are cared for by extended family members of one of the parents following divorce. It is important to understand the differences, as these types of separation require different short- and longer-term prevention strategies.

CHECK for questions.

Session 3 Applying the Primary Prevention Framework to prevention of family separation in humanitarian action

3.1 Primary Prevention

3.1.1 Assessing risk and protective factors relating to family separation at the population level

3.1.2 Measures to prevent separation and preserve family unity

Duration	90 minutes
Session Learning Objectives	<p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Explain primary prevention in the context of family separation • Give examples of Risk and Protective Factors relating to Family Separation at the population level • Suggest ways to prevent Separation and Preserve Family Unity
Exercises	<p>Session 3.1 - Activity 1 Discussion in pairs: How to apply a Primary Prevention approach to the prevention of family separation</p> <p>Session 3.1 - Activity 2 Discussion in plenary: Primary Prevention: understanding root causes, risk and protective factors related to family separation and developing primary prevention measures</p> <p>Session 3.1 - Activity 3 Case Study: Primary Prevention</p>

NOTES FOR TRAINER

REMINDE participants of the overall learning aim of Module 2 and

PRESENT the learning objectives of Session 3.1.



Module Aim: Participants understand prevention related elements from the UASC Handbook and Toolkit within the framework of the 3 Levels of Prevention described in the CPHA Primary Prevention Framework

Learning Objectives:

- ✓ Explain primary prevention in the context of family separation
- ✓ Give examples of Risk and Protective Factors relating to Family Separation at the population level (based on socioecological model of the CPMS)
- ✓ Suggest ways to prevent Separation & Preserve Family Unity (based on socio-ecological model of the CPMS)

SAY during the previous session we have explained how primary, secondary, and tertiary prevention can prevent family separation at the population, sub-group, and individual level and how we can apply the Primary Prevention Framework to prevent family separation.

SAY during this session we will focus on primary prevention approaches to prevent family separation at the population level. As we discussed during the previous session, in general, the main focus of humanitarian child protection actors up to now has been on secondary and tertiary prevention approaches to prevent harm to children, including family separation. In this session, we will look at how primary prevention approaches can prevent family separation.

Activity 1 Session 3.1 Discussion in plenary: How to apply a primary prevention approach to the prevention of family separation

SAY We are going to discuss in plenary how to apply the primary prevention approach to prevention of family separation.

ASK What do you think is the overall goal of primary prevention relating to prevention of family separation?

SAY Reducing the number of families and children in need of secondary and tertiary prevention and response services, such as case management, alternative care, and family tracing and reunification.

DO Write the answer on a flipchart.

ASK What does a primary prevention approach regarding the prevention of family separation involve?

SAY A primary prevention approach regarding the prevention of family separation involves addressing the root causes of family separation within a population or community.

DO Write the answer on a flipchart.

ASK How do you think this could be achieved? What does this require?

SAY It requires: (1) understanding the root causes of family separation and associated risk factors in a given context, and (2) understanding protective factors that prevent family separation and preserve family unity within a given context.

DO Write the answer on a flipchart.

3.1.1 Assessing risks and protective factors relating to family separation at the population level

SAY As we have seen during the previous session, the root causes and risk factors leading to family separation can be identified according to the different levels of the socio-ecological model. We must be aware that some root causes may span multiple prevention levels. For example, families may send away their children to work elsewhere, due to economic hardship or harmful social norms existing in

the community. This can lead to family separation, child labour, psychosocial distress, and lack of health care and education for the children affected.

REMIND participants of the socio-ecological model, referring to the diagram on the pre-prepared flipchart.

3.1.2 Measures to prevent separation and preserve family unity

SAY Primary prevention interventions must address root causes of family separation at the level of the society, population, or the community as a whole, according to the identified root causes and risk factors. In the example mentioned above, where families send their children away to work due to economic hardship or harmful social norms, measures would include awareness raising on the impact of family separation and child labour on children and the associated risks in relation to their safety and protection, alongside interventions at national level to support economic and livelihood opportunities, inclusive of all members of society.

Activity 2 Session 3.1 Discussion in plenary: Primary Prevention: Understanding root causes, risk, and protective factors related to family separation and developing primary prevention measures

EXPLAIN During this activity we are going to discuss:

- Examples of different types of root causes of family separation
- Examples of different types of risks of family separation at the population level potentially resulting from these root causes
- Examples of different protective factors that help to prevent family separation at the population level
- Examples of primary prevention interventions to address the root causes of family separation at population level and preserve family unity

Note to trainer: Put up prepared flipcharts with the above themes in the room where participants can stick their Post-it notes.

DO Give participants 10–15 minutes to discuss their ideas with the person sitting next to them.

ASK Participants to write down examples on Post-it notes. They should address each of the themes and stick the Post-it notes on the relevant flip chart: “examples of root causes”, “examples of risks of family separation”, “examples of protective factors”, and “examples of primary prevention interventions”.

DISCUSS IN PLENARY and review the different ideas of participants and complement their ideas with additional information, when necessary.

DO Highlight the links between the different examples of root causes and risk and protective factors as well as the prevention measures to address the root causes.

SAY The types of root causes, risk factors, and protective factors may vary and depend on the context.

DO Use the below facilitator’s notes to guide the discussion and to complement participants’ ideas— if needed, reference can also be made to the Handout S3 Family Separation: Root Causes, Risk Factors, and Protective Factors.

Extra Facilitator’s Notes:

Examples of root causes of family separation:

- ✓ *Lack of economic opportunities; limited/reduced household income*
- ✓ *Harmful social norms and traditions*
- ✓ *Lack of services, including education and family support services*
- ✓ *Conflict, violence, and insecurity*
- ✓ *Natural disasters*
- ✓ *Displacement*
- ✓ *Detention of caregivers/children*
- ⇒ *These root causes can lead to harmful outcomes for children, including increasing risks of family separation*
- ⇒ *Some children are “deliberately” sent away by family to work and to gain income for the family or to access education opportunities, or children “voluntarily” leave their family to escape child marriage or violence in the home, while other children “accidentally separate” from their family due to sudden population movements*

Examples of risk factors potentially leading to family separation:

- ✓ *Child marriage, child labour, psychosocial distress/family breakdown, children placed in institutions to access basic services*
- ✓ *Children sent away for safety reasons, child recruitment*
- ✓ *Accidental family separation following sudden population movements*
- ✓ *Children sent elsewhere/placed in institutions to access basic services*

REMINDE participants that the aim is to prevent and reduce risks, which may lead to family separation.

Examples of protective factors:

- ✓ *Supportive communities and social/traditional norms contributing to the protection of children and family unity*
- ✓ *Awareness among communities of child protection, impact of family separation, and knowledge of caregivers and children to preserve family unity in case of emergency*
- ✓ *Availability of socio-economic support: cash transfer schemes, social protection programmes, livelihood opportunities*
- ✓ *Availability of basic and specialised services and multi-sectoral programming to support children and families*
- ✓ *Adequately resourced social workforce*
- ✓ *Legislation and policies providing for the protection of children and promoting family support*
- ✓ *Gatekeeping measures to limit placement of children in residential care*
- ✓ *Emergency preparedness plans in place*

REMIND participants that the aim of identifying protective factors is to enable us to build on these to increase the protection of children and their families in particular, to prevent family separation.

Examples of measures to prevent family separation at the population level:

- ✓ *Strengthen community child protection mechanisms and awareness on the protection of children, the impact of family separation, and the importance of family unity and a supportive family environment*
- ✓ *Set up/reinforce programmes to positively influence social/traditional norms contributing to the protection of children and family unity*
- ✓ *Provision of social protection programmes and socio-economic support: cash transfer schemes and livelihood support*
- ✓ *Support capacity development of the social workforce*
- ✓ *Strengthen basic and specialised services and multi-sectoral programming to support children and families*
- ✓ *Develop and implement emergency preparedness plans*
- ✓ *Advocate for law and policy reform and/or law enforcement regarding the protection of children and family support*
- ✓ *Support gatekeeping measures to limit placement of children in residential care as a last resort*

- ✓ *Promote family and community-based care and support restrictions regarding the set-up and running of residential care facilities*
- ✓ *Registration of displaced populations, including caregivers and their children at e.g., border crossings*

Activity 3 Session 3.1 Case Study: Primary Prevention

SAY We are going to do an activity in small groups.

SHARE Handout Session 3 Activity 3 and Handout Resource for Case Studies.

DO Divide participants into four groups. Ask them to read the case studies and then to discuss and answer the questions and to write their answers on a flipchart. Give them 15 minutes to read and 15 minutes to prepare their answers.

EXPLAIN that participants can refer to the Resource as a way of helping them systematically think through the risks and protective factors and appropriate prevention interventions according to the socio-ecological model.

DO Circulate amongst the groups to check understanding of the tasks and support as required.

ASK one group to present and the other groups to complement and discuss participants' answers.

DO Complement their answers with additional information and address outstanding questions the participants may have, referring to the Facilitator Resource Activity 3 S3.1 Case Study Primary Prevention.

CHECK for questions.

3.2 Secondary Prevention

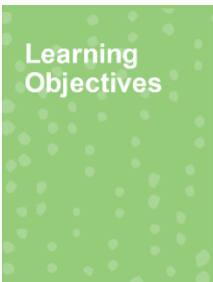
3.2.1 Assessing risk and protective factors relating to family separation

3.2.2 Measures to prevent family separation and preserve family unity

Duration	90 minutes
Session Learning Objectives	<p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Explain secondary prevention in the context of family separation • Give examples of risk and protective factors relating to family separation at group/individual level • Suggest ways to prevent separation and preserve family unity
Exercises	<p>Session 3.2 - Activity 1 Discussion in plenary: Assessing risk factors</p> <p>Session 3.2.- Activity 2 Discussion in pairs: Secondary prevention interventions</p> <p>Session 3.2 - Activity 3 Case Study: Secondary Prevention</p>

NOTES FOR TRAINER

Introduce the session and go through the learning objectives.



- ✓ Explain secondary prevention in the context of family separation
- ✓ Give examples of Risk and Protective Factors relating to Family Separation at group/individual level
- ✓ Suggest ways to prevent Separation & Preserve Family Unity

ASK participants to share what they think is meant by secondary prevention in relation to prevention of family separation, then

PRESENT the slide.

Applying Secondary Prevention to prevention of family separation

- Secondary prevention – addresses the specific threat and/or vulnerabilities of children identified as being at risk of family separation;
- The target group is all children identified as being at risk of separation

SAY Secondary prevention measures are implemented when an individual child is identified as being at high risk of family separation—the measures or interventions implemented to prevent separation can target groups of *identified children*. This differs from primary prevention, which targets *all children* in a population or sub-group.

For example, setting criteria based on risk level for individual children to be selected into a life skills programme would be secondary prevention because it only addresses those children already at high risk, whereas a primary prevention intervention would provide life skills programmes for *all children* in a certain age group.

ASK for another example from the group, to check understanding.

3.2.1 Assessing risk and protective factors relating to family separation

SAY In session 3.1, we looked at the root causes and risk and protective factors relating to family separation at the population level in order to determine appropriate primary prevention interventions. In many cases, the root causes, risk factors, and protective factors will be the same whether we are thinking about primary or secondary prevention. However, the key point to remember is that in relation to secondary prevention, the risk factors (which may lead to family separation) apply to children at high risk of family separation, whereas in primary prevention, the risk factors apply broadly to all children across a population or sub-group.

In this session, our focus will be on assessing risk and protective factors to help decide on the most effective secondary prevention interventions relating to family separation. Our focus will be on the individual child and ways in which we can assess risk and protective factors relating to family separation as part of screening for case management in order to understand the specific vulnerabilities of the child and his/her social ecology.

Secondary prevention interventions can also be implemented where there is a threat to a group of children whereby all the children are at risk due to the nature of the threat, notwithstanding any specific individual vulnerabilities. An example of this would be where young girls are at risk of abduction for trafficking.

REMINDE participants that risks existing prior to the crisis may have been exacerbated by the emergency and the importance of considering the different root causes.

Activity 1 Session 3.2 Discussion in plenary: Assessing risk factors

ASK participants if they can share some examples of risk factors at the level of an individual child, which could lead to family separation. Write these on the flip chart and ensure participants understand the difference between risk factors at the level of an individual child and risk factors widespread at population level. For example, during an infectious disease outbreak (IDO) a risk factor (for family separation) identified in secondary prevention may be the loss of a parent/caregiver whereas primary prevention would consider the risk to *all children* in the population affected by an IDO, not just those who lost a parent/caregiver.

ASK participants to give examples that would lead to “accidental” or “deliberate” separations.

SAY Accidental family separations often happen due to sudden or large-scale displacement and insecurity as well as recruitment or trafficking of children, while deliberate or voluntary family separations are often deeply rooted in harmful traditional practices and social norms as well as socio-economic vulnerability.

SAY As we have discussed, it is very important to also assess protective factors, as this will help to understand the degree of vulnerability and we will want to build on these where possible in our interventions or measures to address the risk of family separation. Ask for examples of protective factors from participants and refer to the socio-ecological model during the discussion, asking participants at which level the protective factor can be found.

DO Write examples of the protective factors on a flipchart.

REFER to the Handout S3 Family Separation: Root Causes, Risk Factors, and Protective Factors as needed to complement the discussion and ideas of participants.

3.2.2 Measures to prevent family separation and preserve family unity

SAY Having identified the risk and protective factors and developed an understanding of the root causes, the next step is to develop measures or interventions that address these. In this session, we will practice this through working on case studies in groups. Firstly, we will have a brief discussion in pairs to ensure there is a shared understanding of secondary prevention interventions and how these differ from primary prevention interventions.

Activity 2 Session 3.2 Discussion in pairs: Secondary prevention interventions

In your pairs, try to think of a secondary prevention intervention for the children identified at high risk of separation on the following slide. Give participants five minutes to come up with examples.

PRESENT slide.

Secondary prevention target groups

- adolescents identified as at risk of migration for labour
- families with children with disabilities
- families with a child identified as at risk of child marriage
- adolescents at risk of recruitment
- children identified as at risk of abuse or neglect in the home

ASK participants to contribute their ideas and write these on a flip chart and discuss.

SAY Some of these interventions contribute to BOTH primary and secondary prevention (i.e., the same intervention would be applied in a different way).

ASK participants if they can give an example.

SAY This could be better access to livelihood opportunities for all vulnerable families across a population, not just those with a child at risk of child marriage.

REFER to the following as necessary to supplement ideas of participants/complement discussion and clarify differences between secondary and primary prevention.

Secondary Prevention	Primary Prevention
Vocational training for adolescents <u>identified as at risk of migration for labour</u>	Strengthen community child protection mechanisms and awareness on the protection of children, the impact of family separation, and the importance of family unity
Community groups supporting the preparation of <u>families with children with disabilities</u> at risk of having to flee from conflict with measures to prevent separation	Set up/reinforce programmes to positively influence social/traditional norms contributing to the protection of children and family unity
Economic/livelihoods support to <u>families with a child identified as at risk of child marriage</u>	Provision of social protection programmes and socio-economic support: cash transfer schemes and livelihood support
Mentoring for <u>adolescents at risk of recruitment</u> into armed forces or armed groups	Support capacity development of the social workforce
Parenting support sessions or home visits for parents of children identified as at risk of abuse or neglect in the home	Strengthen basic and specialised services and multi-sectoral programming to support children and families

SAY It can sometimes be difficult to address root causes of family separation or other forms of harm to children, especially in a humanitarian emergency, and particularly when root causes are deeply rooted in the community and may have been exacerbated as a result of the crisis. In such situations, it is important to identify ways to address the immediate risk through the humanitarian response and explore how the root cause can be addressed, for example through advocacy from the UASC Task Force or coordinating group working with national actors and/or connecting with longer term development programmes, where present.

DISCUSS the example of providing livelihood support to families where there is a risk of child marriage.

ASK Does the intervention address the root cause of family separation?

SAY This is hard to tell without further information. For example, in contexts where child marriage is a deeply rooted practice in the community relating to harmful social norms, providing livelihood support to prevent child marriage may not be effective even where economic hardship is a risk factor. This shows how essential it is to really understand the root causes of family separation and not just the immediate risks.

Activity 3 Session 3.2 Case Study: Secondary Prevention

DO Divide participants into four groups and distribute the case study. Give participants 20 minutes to discuss the questions in their groups and record their ideas on flip charts.

SHARE Handout Resource for Case Studies—**EXPLAIN** that participants can refer to the Resource as a way of helping them systematically think through the risks and protective factors and appropriate prevention interventions using the socio-ecological model.

ASK each group to present their findings (5 minutes each group and 10–20 minutes to discuss).

REFER Facilitator Resource Activity 3 S3.2 Case Study Secondary Prevention.

CHECK for questions.

Session 3.3 Tertiary Prevention

3.2.1 Assessing risk and protective factors relating to family separation

3.2.2 Measures to prevent family separation and preserve family unity

Duration	80 minutes
Session Learning Objectives	<p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Explain tertiary prevention in the context of family separation • Give examples of risk and protective factors relating to UASC • Suggest ways to mitigate impact and prevent further harm including reoccurrence of separation
Exercises	<p>Session 3.3 - Activity 1 Prevention Interventions: Activity Cards primary, secondary, and tertiary prevention</p> <p>Session 3.3 – Activity 2 Discussion in small groups: Assessing risk and protective factors</p> <p>Session 3.3 – Activity 3 Case Study: Tertiary Prevention</p>

NOTES FOR TRAINER

SAY During this session we are going to look at tertiary prevention.

PRESENT slide.

EXPLAIN the learning objectives.

Learning Objectives

- ✓ Explain tertiary prevention in the context of family separation
- ✓ Give examples of Risk and Protective Factors relating to UASC
- ✓ Suggest ways to Mitigate impact and prevent further harm including reoccurrence of child family separation

ASK participants to share what they think is meant by tertiary prevention in relation to family separation and which children would be targeted.

PRESENT slide.

Applying Tertiary Prevention to the prevention of family separation

- Tertiary prevention – aims to mitigate the longer -term impact of family separation, including preventing re-occurrence of separation and other forms of harm
- The target group is children already separated from their caregiver(s)/parent/s / primary caregivers

SAY The term reoccurrence of separation is used here instead of the usual term secondary separation to avoid confusion with secondary prevention.

Tertiary prevention activities are often closely linked to/delivered together with remedial and response actions after a child has already been separated from his or her family. Other modules in this training package address these elements in more detail: *Module 6 Documentation, Case Management, and Information Management* and *Module 7 Alternative Care*.

Activity 1 Session 3.3 Prevention Interventions: Activity Cards primary, secondary, and tertiary prevention

ASK participants to work together in groups of four to five where they are sitting. Give one set of cards turned face down to each group of four to five and tell them not to turn them over until you say they can. When you say GO, they can turn the cards over and arrange them in rows of primary, secondary, and tertiary interventions to prevent family separation. Note which group finishes first, second, etc.

PRESENT slide.

Primary prevention	Secondary Prevention	Tertiary Prevention
Investment into the national care system in making available a range of appropriate, preferably community based alternative care; promoting quality standards and monitoring of all care arrangements.	Supporting the preparation of vulnerable families at risk of having to flee from conflict to avoid becoming separated, e.g. placing wrist bands on young children with identity details	Case management services for children who are separated from parents/primary caregivers
Registration of displaced populations, including caregivers and their children at e.g. border crossings	Referral to youth mentoring programme for adolescent's at risk of family separation	Supporting family contact for separated children where reunification is not possible or in their best interests at that time e.g. due to security concerns
Provision of social protection programmes and socio-economic support: cash transfer schemes and livelihood support	Parenting support sessions or home visits for parents of children identified as at risk of abuse or neglect in the home	Reintegration support for children associated with armed forces and armed groups.
Support gatekeeping measures to limit placement of children in residential care as a last resort	Vocational training for adolescents at risk of migration for labour;	Preparation of child and family prior to family reunification, especially after long separation or if returning to changed circumstances, e.g. remarriage of a parent.

ASK participants to check their results. The group with all correct (or mostly correct) answers who finished in the quickest time wins a prize.

CHECK if participants understand the explanations and provide clarification as needed.

EXPLAIN There can be some overlap. For example, between secondary prevention for children identified as being at risk from a particular threat and primary prevention for a sub-group of children.

3.3.1 Assessing risk and protective factors relating to unaccompanied and separated children

SAY Experience shows that in emergencies, children who are separated from their families or previous caregivers may face greater risks to certain threats than other children in the affected population. Very young children and others with special needs are especially dependent on adults or older children for their survival.

Family separation can have short- and long-term negative impacts on a child. Each child is unique and will have different risk and protective factors, whether living in family-based care, residential care, supported independent living arrangements, peer or sibling groups, or alone.

Activity 2 Session 3.3 Discussion in small groups: Assessing risk and protective factors

DO Divide the group in half where they are sitting and ask the participants in one half to write risk factors relating to family separation for UASC on sticky notes and the other half to write down protective factors relating to family separation for UASC on sticky notes, and stick them on the prepared flipcharts on the wall.

DO Review in plenary after five minutes and supplement their ideas as necessary from the following list of risk and protective factors.

Risk factors:

- Abuse, neglect, violence, and exploitation, including sexual violence
- Lack of care/family environment
- Emotional/psychosocial distress and chronic mental health problems
- Economic/livelihood difficulties
- Lack of capacity to monitor and support care arrangements
- Abduction/trafficking
- Illegal adoption
- Recruitment by armed forces and armed groups
- Child labour
- Child marriage
- Teenage pregnancy (including potential additional health/medical complications if girls are very young)
- Poverty, hunger, and malnutrition
- Life on the streets, migration/displacement

- Stigmatisation
- Discrimination/barriers to accessing basic support and services, including food, health care, psychosocial support, and education
- Detention
- Homelessness
- Institutionalisation
- Lack of access to asylum procedures
- Permanent separation
- Lack of documentation
- Loss of identity
- Lack of appropriate developmental support
- Lack of support for UASC with additional needs (e.g., disability, physical or mental illness, developmental delay, behavioural issues, etc.)
- Primary caregivers with additional needs (e.g., physical or mental health, PSS issues, or disability)

Protective factors:

- A range of appropriate alternative care options
- Case management system with capacity for regular monitoring and support of all UASC
- Information management system (e.g., CPIMS+)
- Effective family tracing and reunification structure in place
- A sense of connection and belonging within the community/alternative care setting
- Positive relationship with caregiver/within care arrangement for children in alternative care
- Caring family from same community/ethnic group/culture
- Engagement of community in child protection related issues
- Access to basic services
- Access to MHPSS support and specialised support (e.g., for children with disabilities)
- Enforcement of legal and normative framework that protects children/promotes family-based care

- Effective child protection systems at national and community levels, including the capacity to monitor and support alternative care

SAY Experience also shows that when UASC programmes do not include measures to support families caring for additional children, there is an increased likelihood of abuse, exploitation, and breakdown of the care arrangement.

3.3.2 Measures to mitigate impact and prevent further harm, including reoccurrence of separation

SAY In this final session, we are going to be looking at measures to mitigate the impact of family separation and prevent further harm.

ASK participants if they can share some examples of measures before starting the group work.

REFER to the following if needed to supplement the ideas of participants:

- Register all UASC for case management, monitoring, and follow-up
- Register UASC for FTR where necessary
- Promote and support family-based care for UASC prioritising infants
- Access to safe housing and protection for survivors of trafficking
- MHPSS for children as needed
- Specialised support for survivors of GBV
- Access to basic services and livelihood/economic support
- Refer caregiving families to social protection or livelihoods programmes (e.g., cash and voucher assistance)
- Parenting support for caregivers, especially when caring for children with specific needs
- Provision of material support based on criteria, which includes all vulnerable children/families and where possible, is developed with communities

Activity 3 Session 3.3 Case Study: Tertiary Prevention

SAY We are going to do an exercise and work in small groups of four.

DO Divide participants into four groups and give each group a copy of the same case study Handout Activity 3 S3.3 Case Study Participants copy. Give participants 20 minutes in their groups to discuss the questions on the handout and record their ideas on flip charts.

SHARE Handout Resource for Case Studies—**EXPLAIN** that participants can refer to the Resource as a way of helping them systematically think through the risks and protective factors and appropriate prevention interventions with reference to the socio-ecological model.

ASK one group to answer Question 1 and one group to answer Question 2. The remaining groups should contribute their ideas and any different/additional comments (five minutes each group and 10–20 minutes to discuss).

REFER to Handout S3.3 Case Study Facilitator’s copy.

CHECK for questions or clarifications and **THANK** participants for their hard work.

Session 4 Wrap-up and Close

Duration	30 minutes
Sessions Learning Objectives	At the end of this session, participants will be able to: <ul style="list-style-type: none">• Identify their own key learning from the course• Provide feedback on the learning session
Exercises	Session 4 - Activity 1 Key Takeaways Session 4 - Activity 2 Course Evaluation

NOTES FOR TRAINER

Activity 1

SAY We have come to the end of the course, so it is time to reflect on what we are taking away with us.

ASK the participants to stand in a circle and explain that we will each share our main takeaway, and then take a step back. We will continue until we are all in a circle again. Run the check-out exercise.

Activity 2

DO Distribute evaluation forms or share link to evaluation form. Allow 10 minutes to fill the evaluation.

SAY Thank participants for participation.

FACILITATOR RESOURCES

SESSION 3.1 Activity 3 – PRIMARY PREVENTION CASE STUDY (FACILITATOR RESOURCE)

You are working for the Help Desk of the CP AoR (Child Protection Area of Responsibility) and you have received the following email from an emergency child protection staff working in country X, seeking advice.

Dear Help Desk,

My name is Mariana, and I am working in country X as a Child Protection Coordinator for a national NGO. I would like to seek your advice as we are looking into including primary prevention approaches into our programme design. In country X there are specific areas which are often hit by natural disasters, including droughts and bush fires. Some areas are particularly remote. The majority of the population gain income through agricultural activities. Since recent months, in some locations, there is regular movement of populations and displacement due to ongoing ethnic and inter-community tensions and violence. Generally, in this area, there is a high prevalence of child marriage and child labour. Violence against children in the home is also often reported. In this part of the country, it is common for children to live with extended family. There are basic services, which are mainly located in the larger towns. Numbers of children, notably girls, attending secondary school are decreasing. At present, the government announced it is working on a social protection scheme to support the most marginalised people. There are a number of development actors operational in the area and some other humanitarian actors recently arrived and are starting to set up support programmes. Could you please advise?

Thank you very much in advance.

Best regards, Mariana

GROUP WORK: Work with your group and answer the following questions to help prepare a response to Mariana’s inquiry, and write the answers on a flip chart (30 minutes):

- 1) What could be the root causes and the risk factors relating to family separation?
- 2) What are the protective factors in relation to preserving family unity?
- 3) What type of primary prevention measures would you suggest to address the root causes?

Answers

1)

Root causes:

- Population movements and displacement due to droughts, bush fires, and conflict
- Socio-economic marginalisation

- Remoteness
- Livelihoods and food security negatively impacted by climate challenges, including drought and bushfires
- Harmful social norms and practices relating to children being married, working children, and violence in the home
- Lack of accessible, basic, and specialised services
- School drop-out

Risk factors:

- Family separation due to sudden population movements and displacement
- Family separation due to children being sent away by their caregivers to work or to access education and/or other basic services
- Family separation due to child marriage
- Family separation due to caregivers being killed following violence and conflict or bushfires
- Family separation due to children sent away to live with extended family members (NOTE: this can be a protective factor or potentially a risk factor if extended families do not have sufficient capacity to provide adequate care for more children)
- Family separation due to violence at the home: children running away/ being abandoned or placed out of home
- Family separation due to child recruitment by armed forces or armed groups

⇒ Pre-existing risks can exacerbate and worsen due to ongoing conflict, displacement, and climate challenges

2) Protective factors:

- Government presence and social protection schemes in process of being developed for marginalised people
- Provision of care by extended families (NOTE: this can be a protective factor or potentially a risk factor if extended families do not have sufficient capacity to provide adequate care for more children)

- Basic services available in larger towns
- Presence of development and humanitarian actors to provide support

3) Primary prevention measures:

- Advocate and/or provide support at the government level for the inclusion of families and children exposed to risks of family separation in social protection schemes, examples include:
 - ✓ socio-economic marginalised families
 - ✓ extended families providing care for additional children
 - ✓ single-headed households
- Provide additional economic/cash transfer/livelihood support if needed in collaboration with the relevant authorities
- Reinforce/support the social workforce and advocate for the inclusion of curricula on prevention work, including prevention of family separation and family support in collaboration with the relevant authorities
- Develop/reinforce back-to-school campaigns
- Advocate for and support the establishment of basic services, including family support and life skills support
- Register populations, including caregivers and children who are displaced
- Enhance awareness on the impact of family separation as well as child marriage, child labour, child recruitment, and other risks and/or harmful outcomes and the importance of family unity for children and adolescents
- Support the development of “prevention messages” for children of different age groups and caregivers, to protect themselves against family separation and preserve family unity, through direct involvement of communities in areas affected by conflict
- Supply bracelets with basic bio data and information for children to prevent long-term family separation as a result of sudden population movements and displacement, to help quickly restoring family unity
- Provision of Psychosocial First Aid for populations, including caregivers and children, who are displaced or residing in areas affected by violence
- Support community mobilisation and involvement in child protection and the prevention of family separation

- Advocate for/support the development/reinforcement of child protection laws and policies, including regarding family support, family and community-based care, and restrictions of residential care, when needed
- Explore partnerships and/or collaboration with development actors to work on longer term child protection programmes, including family strengthening as well as positively influencing social norms to enhance the protection of children and contribute to preserving family unity
- Advocate for/support peace and reconciliation efforts, including targeting children and youth

SESSION 3.2 Activity 3 – SECONDARY PREVENTION CASE STUDY (FACILITATOR RESOURCE)

Case Study: Joshua and Phoebe

Background

You are a child protection manager overseeing case management and PSS programmes in a rural area affected by an infectious disease outbreak (IDO), which left some children orphaned or with only one parent. Some families were already struggling prior to the IDO due to chronic food shortages in the area. Despite a strong tradition of kinship care, the numbers of children in residential care were beginning to rise. Since the IDO, a number of new residential care centres have opened up. Family-based care is supported by government policy but due to the impact of the IDO and staff shortages, government ministries are currently not able to effectively implement their policies. Government support to vulnerable families has also decreased since the IDO.

While national level structures and systems for child protection are currently weak, at a community level, there are a number of local organisations and voluntary groups that are very active and supportive of family-based care. There has been a strong response from the international community to this emergency, both from organisations already in country working on longer term programmes and organisations responding directly to the emergency.

The family

There are two children: Joshua is 16 years old and Phoebe is 10 years old, both living with their mother Julema. Both Julema and her husband became sick with the infectious disease several months ago and sadly, Julema's husband passed away. Julema has not fully recovered, physically or emotionally. The family is struggling to survive on the small income from Julema's

market stall and are getting into debt. Julema has refused support from her family as she does not get along well with them, and she thinks the solution is for Joshua to find work and Phoebe to enter the residential school where she will be better off. Since the death of their father, Phoebe's school grades have dropped and Joshua has started hanging out with a gang who are known to use drugs.

The community has been active in supporting their most vulnerable members since the IDO through a newly formed community-based protection committee.

Prepare a response to the following questions:

1. Which risk factors could lead to family separation for Joshua and Phoebe?
2. What protective factors can you identify that can protect Joshua and Phoebe from separation?
3. What secondary prevention measures would you suggest to prevent family separation?

Answers: Case Study Joshua and Phoebe

1. Risk factors:
 - Single-headed household
 - Grief and psychosocial distress
 - Poor physical health of primary caregiver
 - Economic stress/debt
 - Limited safety net/difficult relationship with other family members
 - Potential harmful coping mechanisms (e.g., drug use/child labour/ relinquishment of care into residential facility)
 - Decreasing school performance/potential for school drop-out
 - Increase in admissions of children into residential care (potentially unregulated) and lack of enforcement of policies supporting family-based care
 - Pre-existing food security issues in the area
 - Lack of support for marginalised and vulnerable families, including through the government

- Impact of the IDO on all basic services and the economy
- ⇒ Risk of separation is high for both children related to socio-economic vulnerability, and risks of child labour and placement in residential care.

2. Protective factors:

- Previously safe and nurturing family and strong relationships
- Caring and protective community who have been proactive in organising support to vulnerable community members
- Community-based child-focused groups
- Strong culture and tradition of kinship care
- Policies supportive of family-based care in place
- Access to quality education
- Presence of development and humanitarian actors

3. Secondary prevention measures:

Case Management Assessment and Support:

- Health review (mother)
- PSS support (children/mother)
- Livelihood support, cash transfers, startup programmes/income generation programmes, etc. in particular through longer term development actors for ongoing support to sustainable livelihoods and/or emergency/short term food/non-food support
- Support from the community child protection committee
- Raise awareness on the risks for Joshua of leaving home to work and of Phoebe moving into the residential school, the benefits of them all remaining home together, and ways to avoid having to resort to these coping mechanisms through accessing available support
- Referral to life skills group and peer support programme
- Engage with school to prevent school drop-out

Other interventions:

- Consider the appropriateness and feasibility of providing capacity strengthening (if needed) to the community-based protection committee

- Work with key groups: local government, community members (including men, women, boys, and girls), teachers, and religious leaders to develop and disseminate advocacy messages relating to prevention of separation
- Advocate with government and national partners for support to vulnerable families to be prioritised
- Closely collaborate with relevant government ministries to ensure ongoing efforts to regulate/prevent residential care, advocate for family-based care, and strengthen child protection systems at community and national level

SESSION 3.3 – ACTIVITY 1 - ACTIVITY CARDS: PRIMARY, SECONDARY, AND TERTIARY PREVENTION

Prepare one set of cards per 4–5 participants, cut them out and pass a set to each group face down.

Investment into the national care system in making available a range of appropriate, preferably community-based alternative care; promoting quality standards and monitoring of all care arrangements	Supporting the preparation of vulnerable families at risk of having to flee from conflict to avoid becoming separated (e.g., placing wrist bands on young children with identity details)
Parenting support sessions or home visits for parents of children identified as at risk of abuse or neglect in the home	Referral to youth mentoring programme for adolescents at risk of family separation
Registration of displaced populations, including caregivers and their children at border crossings	Case management services for children who are separated from parents/primary caregivers
Reintegration support for children associated with armed forces and armed groups	Supporting family contact for separated children where reunification is not possible or in their best interests at that time (e.g., due to security concerns)

<p>Vocational training for adolescents at risk of migration for labour</p>	<p>Provision of social protection programmes and socio-economic support: cash transfer schemes and livelihood support</p>
<p>Preparation of child and family prior to family reunification, especially after long separation or if returning to changed circumstances (e.g., remarriage of a parent)</p>	<p>Support gatekeeping measures to limit placement of children in residential care as a last resort</p>

SESSION 3.3 Activity 3 – TERTIARY PREVENTION CASE STUDY (FACILITATOR RESOURCE)

Case study 1

You are a case worker supervisor in an area hosting refugees. Your name is Irena. It is early in the morning, and you have a busy day ahead. One of the case workers of your team, Goran, carried out a home visit yesterday and he is calling you for advice.

Goran: “Hi Irena. I visited the 6-year-old separated boy and his grandfather again today. I would like to ask for your advice, do you have time to talk now?”

Irena: “Of course.”

Goran: “Okay, thanks. Well, this boy has been living with his grandfather for over a year. The bond between the boy and his grandfather seems very strong. This afternoon, his grandfather told me that he has recently been diagnosed with cancer and needs urgent treatment, which he has been referred for here in the local town.”

Irena: “Do you know if the grandfather and the boy are in contact with his parents?”

Goran: “No, his grandfather said that he has not heard from his parents since leaving their country. The boy’s parents remained in the country of origin after violence broke out.”

Irena: “Okay, and do you know if the boy’s family is being traced?”

Goran: “Yes, I have referred the case for tracing purposes a few months ago, but tracing results have not been positive so far. Also, the boy told me that he loves his grandfather but that he is sad because he is missing his parents and siblings.”

Irena: “Could you pass by the office so that we can discuss in more detail and adjust the case plan?”

Goran: “Yes, of course. I am on my way now.”

Prepare a response to the following questions:

1. Which risk factors and which protective factors can you identify that may contribute to reoccurrence of separation or additional harm to the child?
2. Describe the measures to mitigate these risks and potential long-term impact.

Answers

1. Risk factors:

- The caregiver, the grandfather of the boy, may not be able to care for the boy in the short or long term due to his illness, which could also be terminal
- Secondary separation/reoccurrence of separation if grandfather is unable to continue to care for the boy
- Long-term separation, since there has been no contact with the parents for over a year
- Psychosocial distress for the boy who has a strong attachment to his grandfather and misses his parents and siblings
- Potential abuse and exploitation if no support to the family is identified/ suitable alternative care arrangement identified if needed

Protective factors:

- Currently, the boy is well cared for by his grandfather and has a strong attachment to him
- The boy is receiving case management support and follow-up
- Medical treatment is available for the grandfather

2. The following measures should be implemented:

- Urgent follow-up regarding tracing outcomes and advocating for urgent action on this case, if possible, because of the risk and the young age of the boy
- Explore if the boy would like to receive support to be in contact with other family members
- Explore other potential caregivers in case the grandfather has to temporarily or permanently give up caring for the boy, including exploring the potential for the boy to live with his older sibling and husband—if there is to be a change of caregivers, try to build in adequate preparation and transition period so he becomes used to new arrangement

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- Verify the support networks of the grandfather and link him to community support groups/initiatives for temporary support to care arrangement if needed (e.g., volunteers to take the boy to play group/school or provide part time care)
- MHPSS for the boy and grandfather if needed
- Verify if the grandfather has sufficient household income to continue to support himself and the boy or if they are need of regular cash grants, particularly in view of his illness