Module
2

Monitoring and Reporting

Module at a Glance

Overview

Module 2 focuses on two distinct but interrelated aspects of the role of child protection staff: (i) monitoring grave child rights violations and other child protection concerns and (ii) reporting findings and recommendations. Systematic monitoring and reporting support national and international efforts to provide appropriate responses for children and communities who have suffered violations. They also support efforts to hold perpetrators of grave violations against children to account and prevent further violations.

Learning Outcomes

By the end of this module, learners will be able to:

- Identify the contributions of different mission components to child protection monitoring
- Apply appropriate techniques for interviewing children
- Explain the relevance of monitoring and reporting for the child protection mandate
- Revise reports based on quality criteria

Module Outline

Duration: 240 minutes (4 hours)

The Module	
Intro slides	Slides 1-2
Contributions of different mission components to child protection monitoring	Slides 3-8
Appropriate techniques for interviewing children	Slides 9-13
Relevance of monitoring and reporting for the child protection mandate	Slides 14-16
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The Module

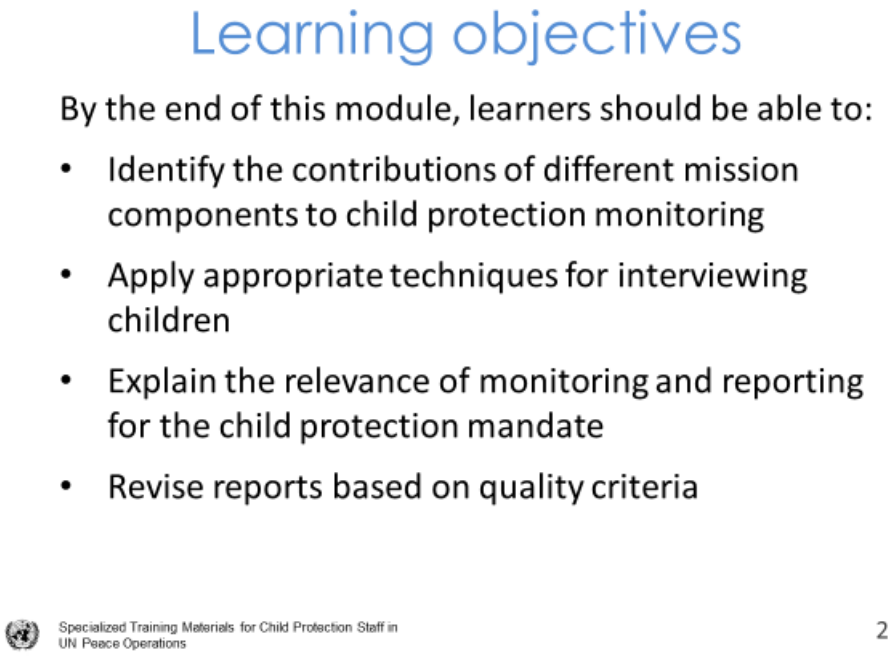
Module 2 focuses on monitoring and reporting violations against children perpetrated by armed forces and groups in armed conflict and the main responsibilities child protection staff have in this regard. Monitoring and reporting are closely related but distinct activities. This module is therefore divided into two corresponding parts.

Slide 1: Introduction to Module 2 - Monitoring and reporting

Module 2:
MONITORING AND
REPORTING

Specialized Training Materials for Child Protection Staff in UN Peace Operations 1

Slide 2: Learning objectives

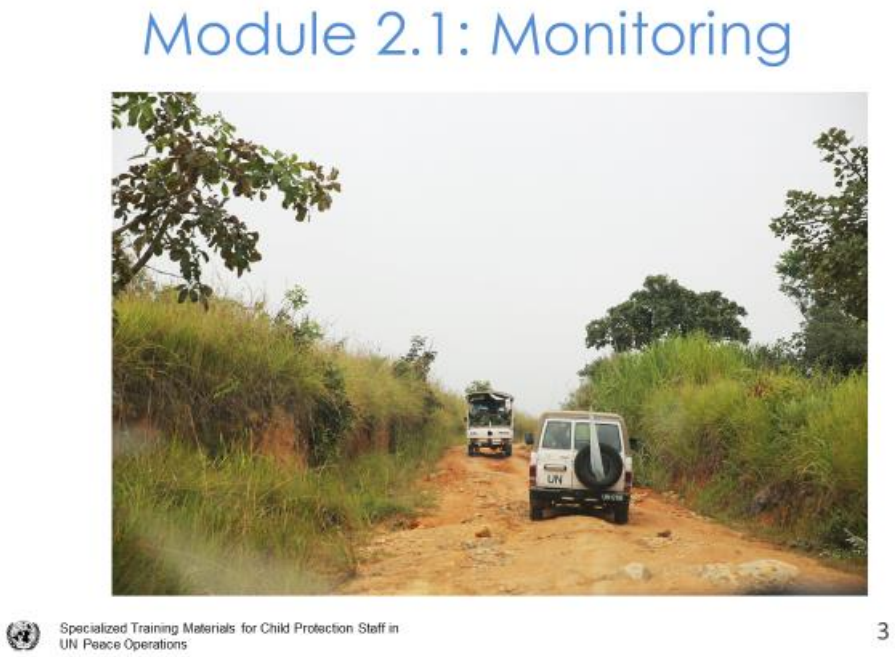


- Most of you should be familiar with general monitoring and reporting techniques. This module will focus on your work as a member of a United Nations peace operation. It looks at how to take advantage of monitoring capacities inside the mission and how to meet your reporting requirements for the Secretary-General's children and armed conflict reports. We will also go over some of the core skills you need to master as a child protection specialist, such as interviewing children.
- At the end of this module, you will be able to:
    - Identify the contributions of different mission components to child protection monitoring
    - Apply appropriate techniques for interviewing children
    - Explain the relevance of monitoring and reporting for the child protection mandate
    - Revise reports based on quality criteria
- While we will cover some aspects related to the Monitoring and Reporting Mechanism (MRM) (e.g., verification, managing the Country Task Force on Monitoring and Reporting (CFTMR)), we strongly encourage you to become familiar with and use the MRM training guidance (http://www.mrmtools.org/) to strengthen your knowledge and skills in this area.

Learning Outcome 2.1

Contributions of different mission components to child protection monitoring

Slide 3: Introduction to Module 2.1 - Monitoring



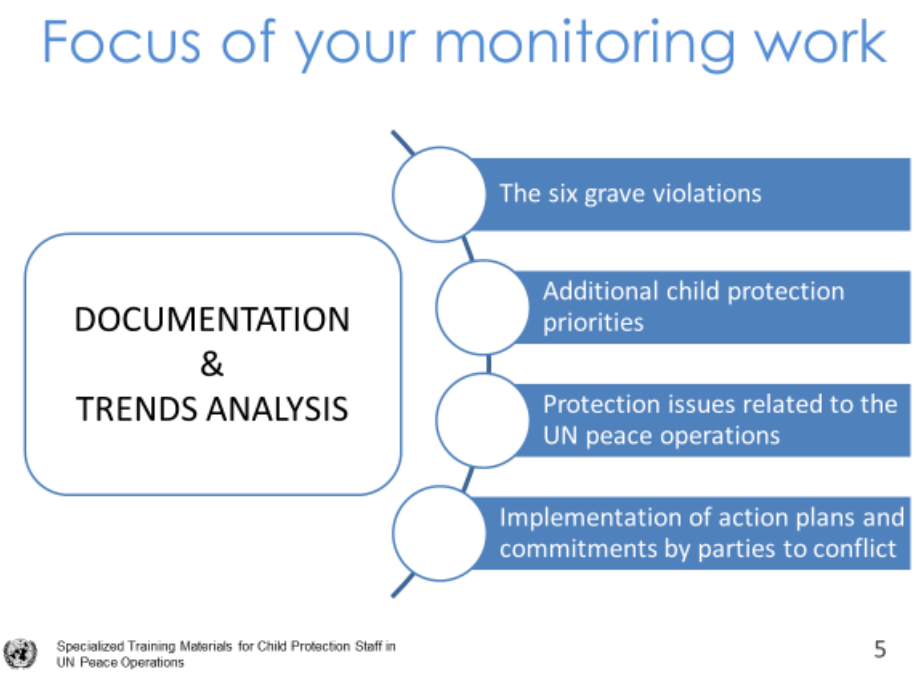
- Monitoring is one of the most time-consuming aspects of child protection work. To help you be more efficient, this module clarifies core aspects of monitoring work and how to leverage other mission components to support monitoring efforts.
- This module also reviews techniques for interviewing children to refresh your knowledge on this essential aspect of child protection work, which is often used during monitoring activities.
- Before discussing monitoring of violations in more detail, let me ask you: Why do you monitor and report on grave violations? How does the information you gather help protect children in armed conflict?

Collect some responses from learners before continuing to the next slide.

Slide 4: Purpose of monitoring

- Rigorous monitoring and reporting of grave violations committed against children provides the basis for your analysis. It is essential for triggering a response for children and communities who have suffered violations and for advising your mission, host governments, the Security Council and other relevant actors. These actors rely on accurate, timely information from you to decide on the actions needed to better protect children and communities, provide assistance to child victims, hold perpetrators to account and prevent further violations.

Slide 5: Focus of your monitoring work



- It is important for you to keep in mind your specific mandate as child protection staff of a United Nations peace operation. The four areas that you should focus on are:
  - The six grave violations committed against children during armed conflict, as part of the MRM (e.g., killing and maiming; recruitment or use of children by armed forces and groups; rape or other grave forms of sexual violence; abduction; attacks against schools or hospitals; denial of humanitarian access for children).
  - In some mission contexts, the United Nations peace operation and/or the CTFMR may decide that there are also other child protection priorities or concerns that merit urgent attention (e.g., trafficking of children, detention of children for alleged or actual association with armed forces or armed groups, the use of schools and hospitals for military purposes).

Ask learners if they can identify any additional priorities in their context. Are there any child protection areas that they monitor beyond the six grave violations?

  - Child protection staff should also monitor child protection issues related to the United Nations peace operation, such as the use of child labour by

mission personnel or the impact of United Nations military operations on children.
    - Finally, make sure to track the implementation of action plans (where relevant) and commitments made by parties to conflict to end and prevent grave violations against children, such as official command orders.
- As you are conducting your monitoring activities, remember that monitoring is ultimately intended to provide sufficient documentation and information for analysis for reporting and response activities. It also serves as the basis for political actions taken by high-level bodies such as the UN Security Council. And remember, you always have a duty to refer survivors/victims of violations to appropriate service providers for follow-up.

As you are presenting, make sure you discuss with learners any particular areas to bear in mind when monitoring in their specific mission context, including other child protection priorities in the mission beyond the six grave violations. Also, alert them to possible risks that monitoring could pose for survivors, informants and others and the need to take appropriate steps to prevent and mitigate these risks.

Leaning Activity 2.1

Scenario-based exercise: leveraging other mission components for child protection monitoring

This activity aims to get learners thinking about the potential of other mission components to support them in their ongoing child protection monitoring work.

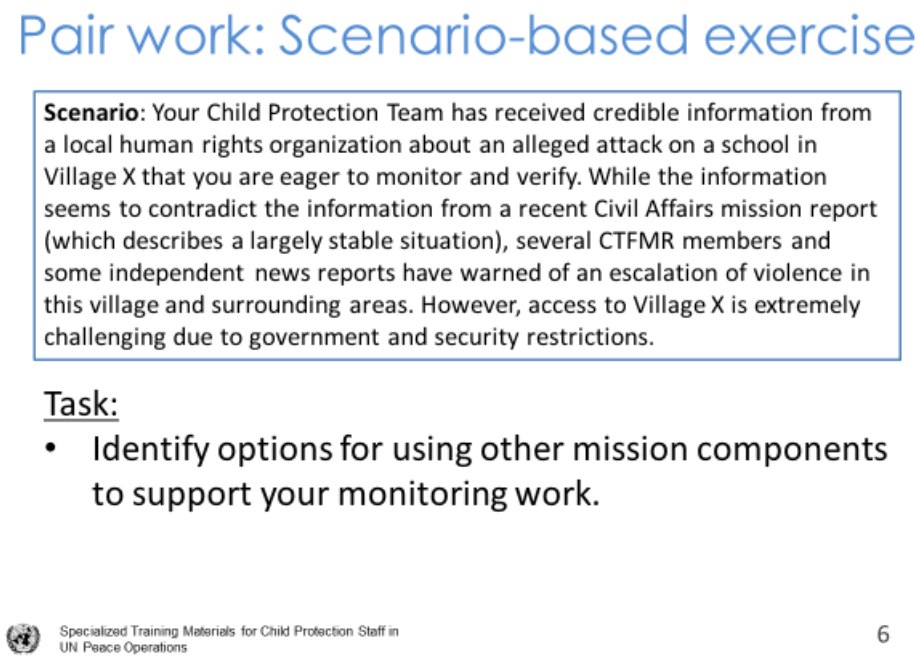
TIME: 30 minutes

INSTRUCTIONS:

- Introduce the exercise:
  Given your extensive monitoring obligations, it is critical for you as child protection staff to take advantage of the information other mission components are collecting as part of their day-to-day work. The following scenario-based exercise challenges you to think of ways you can better use these in-house capacities for your monitoring work.
- Read the scenario on the slide (below) and ask learners to work in pairs on the task for 20 minutes.
- Then ask each group to share some of their solutions to this problem. During the activity debrief, re-emphasize the value of involving other mission components in child protection monitoring and the need to triangulate information.

- Pointers to possible responses:
  - Obtain additional information from Civil Affairs regarding their recent mission to the village (e.g., to whom did they talk? How would they assess the credibility of their sources?) and, if possible, contact their sources to check/verify the alleged incident.
  - Ask other mission components (e.g., Political Affairs, Human Rights, UNPOL, MILOBS) to share:
    - Recent public/internal reports on the village and surrounding areas
    - Relevant local contacts (e.g., local government authorities, civil society organizations)
    - Any other information relating to the alleged incident
  - Mobilize child protection focal point in the military and/or the police to gather information on the current security and human rights situation in the village, including details of the alleged incident
  - Request mission leadership to obtain special permission from the government for a follow-up verification mission by the Child Protection Team.

Slide 6: Scenario-based exercise



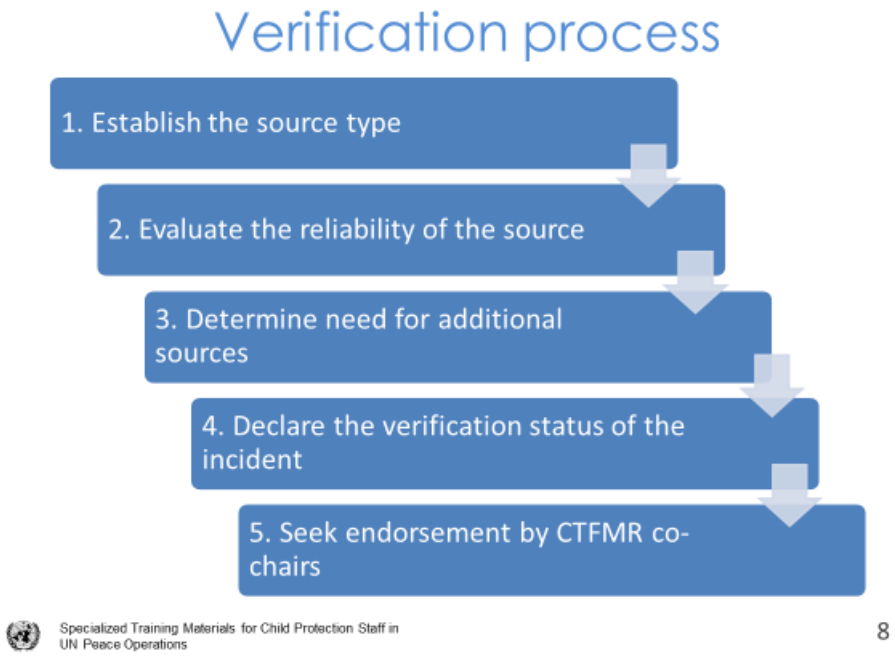
Slide 7: Leveraging mission capacities for monitoring

- As we have just explored, child protection staff can benefit from working with colleagues in other mission components for their own monitoring work. Here are some examples of how you can leverage other components' expertise or resources:
  - **Participate in joint field missions:** The military components of missions may give you access to areas that other humanitarian organizations have limited access to in order to monitor or verify information on child rights violations.
  - **Review public and internal reports:** Reports from other mission components (e.g., Human Rights, Gender, Civil Affairs, UNPOL, the Force) may include information on grave violations against children or provide you with valuable contextual information.
  - **Request specific, technical or statistical information:** You can request specialized information from your colleagues. For example, you can ask them for an analysis of the security situation in a particular geographical area, information on armed forces/groups, or statistical data on civilian casualties.
  - **Request alerts**: In many cases, you can make arrangements with colleagues in other units, such as Civil Affairs or UNPOL, to collect child protection-related information or send alerts that you can then follow up on.

- **Get networking support**: Your colleagues in the mission can assist you with networking, finding and connecting you with possible sources of information.

- Mission leadership is ultimately responsible for ensuring that all components with a protection or monitoring mandate contribute to Child Protection, particularly the MRM.

Slide 8: Verification process



- Another critical component of your monitoring activities is verifying alleged violations. Declaring a violation as 'verified' by the United Nations is likely to put increased pressure on decision makers to act in response. Slide 8 (above) provides an overview of five key steps involved in the verification process.

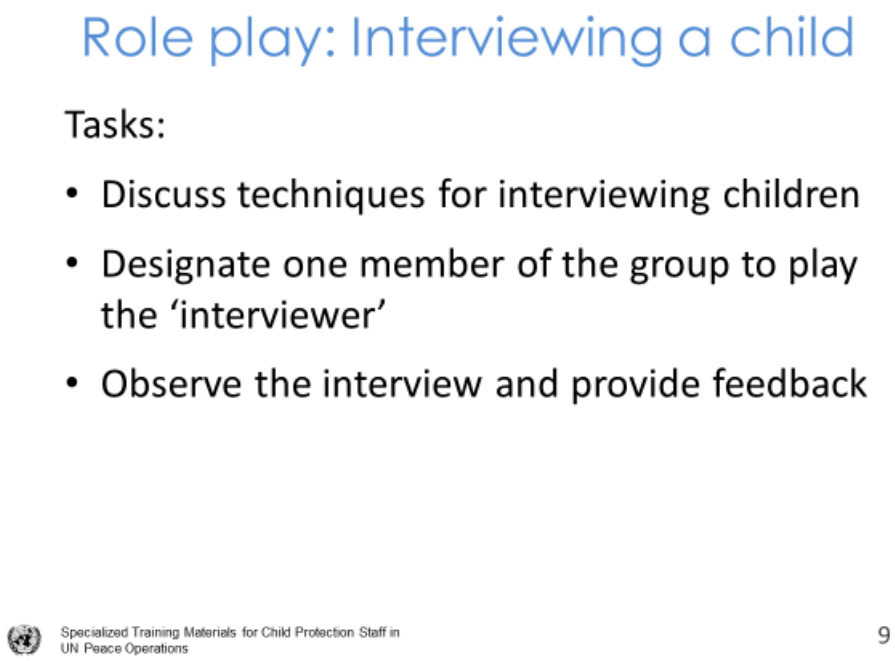
Ask learners to describe each step of the verification process, and fill in the gaps as needed (see details on key steps below). In general, child protection staff should be familiar with the verification process. However, it is worthwhile reviewing the process given the intricacy and technical skills involved in conducting this process and the level of political scrutiny results may be subjected to. Make sure to refer them to the MRM Guidelines and Field Manual as a key resource for this process (www.mrmtools.org).

- Below are further details on the five key steps involved in the verification process.
  1) **Establish the source type.** Did you receive the information from a primary or secondary source?
     - A primary source is a testimony from the victim/survivor, perpetrator or direct witness.
     - A secondary (or supporting) source includes the testimony of an indirect witness (e.g., people who have not witnessed the violations, including relatives, lawyers, community leaders, local human rights activists) or supporting materials (e.g., medical reports and certificates, photographs, police reports, report from an independent investigation). Remember that media reports can provide alerts of possible violations but cannot be used as a source.
  2) **Evaluate the reliability of the source(s)** by identifying additional sources of information and assessing whether they corroborate or contradict the information. For example, you may interview primary sources, ask them questions on the details of the incident and assess the consistency of the testimony.
  3) **Determine the need for additional sources**. As a rule, you should strive for one primary source and two secondary sources to verify an alleged incident. At the same time, always give priority to the 'best interests of the child' and the 'do no harm' principles when deciding if and how to approach sources (e.g., risks of retaliation against primary sources, exposure to re-traumatization or stigma).
  4) **Declare the verification status of the incident**. Based on steps 1-3, you and other designated members of the CTFMR will determine if and when an incident is considered 'verified'. Make sure to indicate in your reports if you were unable to complete the verification process by clarifying which incidents are 'alleged' or 'subject to verification' and indicating the reasons for the lack of verification.
  5) **Seek endorsement by the CTFMR co-chairs**. As a final step, the co-chairs of the CTFMR should officially approve the information.

Learning Outcome 2.2

Appropriate techniques for interviewing children

Slide 9: Role play: interviewing a child



- As part of your monitoring activities, you should be able to interview children in a way that avoids causing additional harm. Using appropriate interview techniques will also help you obtain more complete and reliable responses from children. This means interviewing children in manner that is:
    - Age-appropriate: Consider the child's age and developmental level when preparing the interview and asking questions. This could involve using easy-to-understand language, using tools to elicit questions (e.g., drawing paper and crayons, games, toys), having a trusted adult at the interview, etc.
    - Gender-sensitive: Pay attention to the influence of gender in terms of who is conducting the interviews, with whom and the types of questions asked. Some children may prefer to be interviewed by a person of the same sex, depending on the violation to be discussed.
    - Disability-informed: Pay attention to the specific needs of children with disabilities, including in relation to the interview space and methods. Establish conditions that allow children, irrespective of their possible disabilities, to communicate comfortably. It is important to note that disabilities may not be visible and that children or their caregiver may not

disclose any disabilities due to stigma or because they may not even be aware of them.

- Trauma-informed: Recognize that children may have experienced trauma and use approaches that avoid re-traumatizing them. This may include recognizing and responding to the signs and symptoms of trauma, providing emotional support and compassion where needed, and phrasing questions in a way that does not put pressure on the child or assigns guilt or responsibility.

Leaning Activity 2.2

Role play: interviewing a child

Learners will look at techniques for interviewing children of both sexes who may have experienced trauma or violations.

TIME: 60 minutes

INSTRUCTIONS:

- As the trainer, you will be playing the role of the child in this exercise. Make sure you familiarize yourself with the profile (see below) and prepare a few different responses/behaviours (being scared; shutting down; not remembering details; fatigue; anger, etc.) that you will exhibit during the role play.

Profile of the child

Grace, 13 years old, Jupiter Village

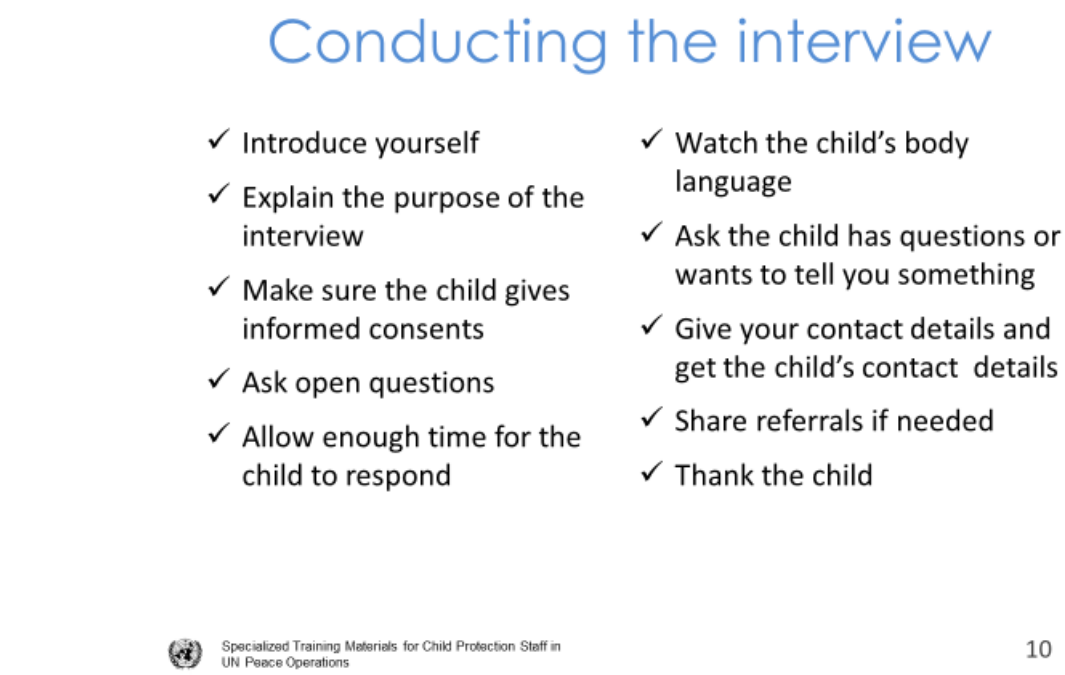
You are a thirteen-year-old schoolgirl who was sexually assaulted by an armed man in uniform two weeks ago. However, whenever you try to remember the incident, you get confused about the details and change the dates and circumstances of the attack. You don't know why you get confused or why it is hard for you to remember. You also feel sick sometimes and so you do your best to forget.

After you and your mother asked a local organization for help, UN representatives visited you and asked you many questions. You are scared and do not understand who the UN is or why they want to speak with you. You do not want to answer any more questions about the incident because you are afraid that people in your community will find out what happened to you.

At the same time, you have heard that the UN provides education services, and you really want to know when they will come back to the village to help rebuild your school, which was damaged during the conflict.

- Preparatory group work: Divide the learners into groups of 3-4 and set up two chairs facing each other in the middle of the room. Arrange the remaining chairs in a circle around the two chairs, so that the learners can observe what is happening in the 'role-play'. Go over the tasks listed on the slide (below):
    - Each group will have 5 minutes to discuss what to bear in mind when interviewing a child, particularly if the child may have suffered a traumatic experience.
    - Each group must then nominate one person to conduct a child-friendly interview about an alleged violation. You should also share a brief description of the child they are going to question and the purpose of the interview. (You are going to interview a thirteen-year-old schoolgirl who was sexually assaulted by an armed man in uniform two weeks ago. You are trying to verify the incident.)
    - During the role play, all learners will be asked to observe the interview and share feedback.
- Conducting the role play: After 5 minutes, reconvene the group and introduce the role play: A child protection staff member from the UN mission is coming to interview a child who has allegedly suffered grave violations of their rights (revisit any specifics). Ask learners to stay quiet during the interview, pay attention to the conversation and jot down any thoughts they have during the role play. Let them know that there will be a debrief after each interview.
- Then invite the representative from the first group to sit in one of the chairs while you sit on the other. Allow the representative to guide the conversation. During each interview, exhibit a few 'behaviours' that a child with this kind of profile might display. Allow the interview to run for about 2-3 minutes. Then ask the audience to share their observations and comment on the use of good practice: What was done well and what could be done differently bearing in mind appropriate techniques for interviewing children? Repeat this exercise with each group's designated representative and make sure to debrief each time.

Slide 10: Interviewing a child

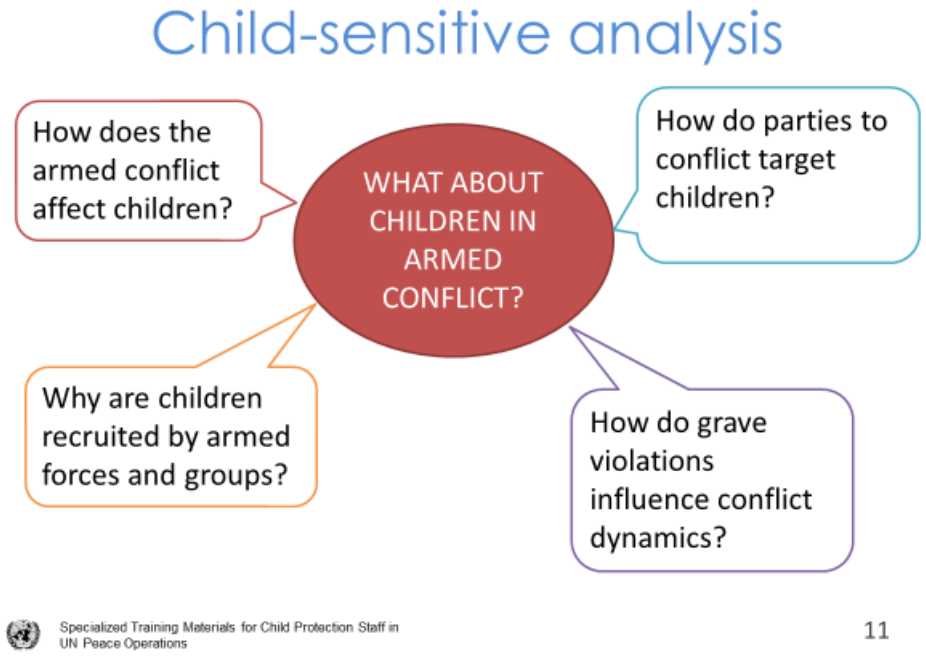


- Here are some pointers you should bear in mind when interviewing children.

Review the points listed on the slide and distribute the handout with essential guidance on interviewing children. Encourage learners to highlight points or add additional points on the handout that they want to bear in mind during their next interview with a child.

- Handout: Checklist for interviewing children.

Slide 11: Child-sensitive analysis

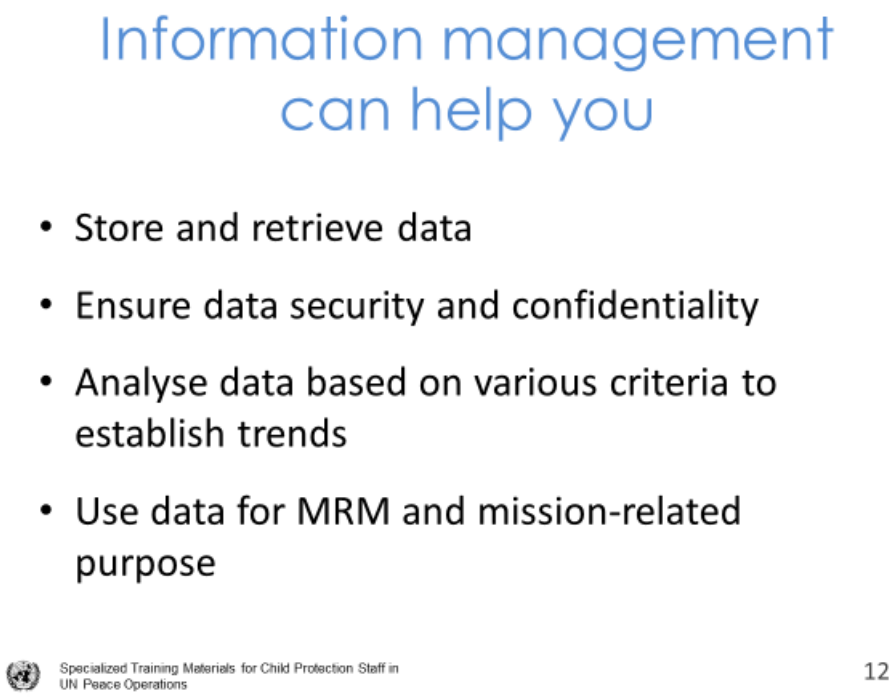


- Analysing data is a critical element of your monitoring role. It allows you to explain (through your reports) what individual incidents mean and how they relate to the wider conflict. As child protection staff your specific focus is on evaluating the impact on children, otherwise known as 'child-sensitive analysis'. Ultimately, you are looking to identify patterns and trends in grave violations against children.
- It is important not to assume that 'age' is the only factor or the main factor when analysing an incident. As child protection staff, there may be a tendency to overemphasize the fact that someone is a child and neglect other characteristics, such as the person's sex, ethnic or religious background, location, etc. Make sure you keep an open mind and question your own assumptions.
- Some questions that you could explore as part of child-sensitive analysis are:
    - What grave violations are parties to conflict committing against children? How are they committing these violations?
    - Why do parties commit grave violations (or a specific type of violation) against children? What are their motivations and driving forces?
    - What factors affect children's vulnerability to grave violations? What role does their age, sex, ethnic or religious background, location and other factors play?
    - What effects do grave violations against children have on the dynamics of the ongoing armed conflict and related violence?

- How does the presence of an armed conflict impact children living in the country/concerned area?
- Is the situation of children affected by armed conflict improving, remaining the same or worsening? What is the basis for this assessment? Have any United Nations or non-United Nations interventions changed this trend, and why/why not?

Discuss with the participants some questions they could explore when monitoring an alleged attack against a school by an armed actor as part of a child-sensitive analysis.

Slide 12: Importance of information management



- As child protection staff, you rely on information management systems (IMS) to store, organize and retrieve information on reported cases. IMS allow you to securely manage large quantities of data, including sensitive protection data. Using an IMS can help you:
  - **Store and retrieve physical and electronic data**. A strong IMS should allow you to search and retrieve information about an incident using various criteria (e.g., name, type of violation, perpetrator, date of occurrence). This allows you to ensure proper follow-up on individual cases.

- **Ensure data security and confidentiality**: As child protection staff you may be dealing with data that could put people in jeopardy. Careful review of your Child Protection Unit's IMS security protocol for storing both physical and electronic data (e.g., encryption of data, locking files with sensitive information away, etc.) should help to avoid misuse of sensitive information.
- **Analyse data based on various criteria to establish trends**. An effective IMS allows staff to identify and illustrate patterns and trends by sorting data by different categories and using statistical analysis. For example, IMS can help you find out how child protection trends differ by region, identify the most common grave violation in your mission context or learn about violation trends over time.
- **Use data for MRM and mission-related purposes**. For MRM-related purposes, you should use the MRM information management system (MRM-IMS+), a secure, open-source, web browser–based global information management system for grave violations against children in situations of armed conflict, where available and as feasible. The IMS should also enable you to feed data and analysis on children affected by armed conflict into mission-related systems and processes, including the mission's threat analysis, conflict analysis and early warning systems.

Brief child protection staff on specific aspects to consider when using IMS in their mission context and share relevant guidance materials with them if available.

Slide 13: Takeaways

Takeaways

- Effective child protection responses rely on robust data-collection and sound analysis
- Focus monitoring activities on your child protection mandate
- Leverage other mission components to support your monitoring work
- Utilize IMS to deal with large quantities of information, including sensitive information

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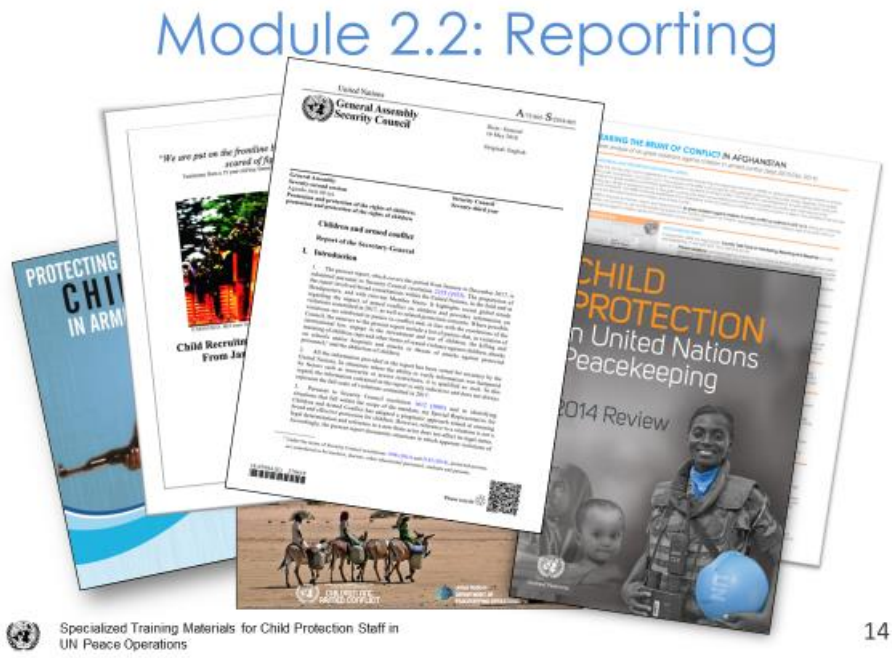
Review these takeaways and ask participants about their own takeaways from this session.

Learning Outcome 2.3

Relevance of monitoring and reporting for the child protection mandate

Slide 14: Introduction to Module 2.3 - Reporting



- This session focuses on reporting on grave violations committed against children and other child protection concerns.
- During this session, we will discuss why reporting is relevant, the different types of reports that child protection staff may write and how to meet basic quality criteria.

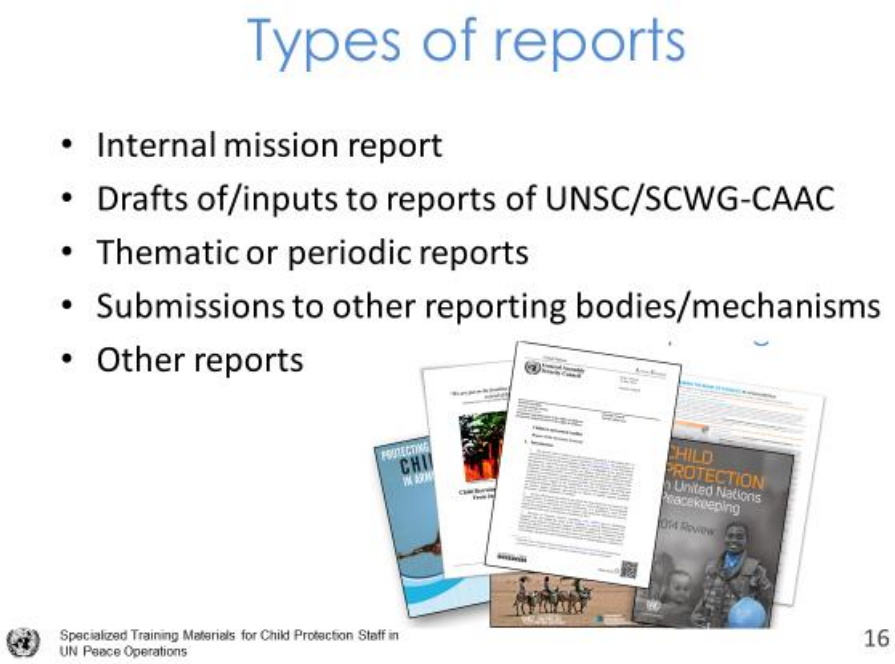
Before moving to the next slide, ask participants why their reports matter. Some questions you can ask are:

- *How do you think your reports are being used?*
- *For whom are you writing them?*
- *Do you consider reporting to be an essential part of your work as child protection staff? Why/why not?*

Slide 15: Strong reports can… (the importance of reporting)

- As child protection staff, preparing reports for the UN Security Council and other decision makers is a core function of your role. Given all your other obligations, compiling these reports may at times feel burdensome or less important compared to actions that have more immediate or tangible impacts, such as facilitating child protection interventions. However, strong reports are critical for all of your work and should be a high priority, particularly given that some of the primary audiences of your work – including members of the Security Council and other United Nations entities - are faraway and rely on your information for their decisions.
- Strong reports can:
  - Tell the 'story' of children in conflict zones, often in areas that few other humanitarian or human rights actors are able to access.
  - Increase pressure on political leaders to act in response to reported violations, given that the information is coming from you, a United Nations representative and child protection expert.
  - Result in more informed policies and decision-making.
  - Create a permanent record of current incidents and/or trends, which can be useful for future reference and learning,
  - Trigger responses to urgent child protection concerns.

Slide 16: Types of reports



- Reporting requirements for child protection staff vary depending on the mission and each staff member's specific role. However, it is useful for all staff to be familiar with the various types of reports that child protection staff are developing.
- Here is an overview of the types of reports you may need or want to prepare as part of your child protection work (see slide above).

Ask learners to give examples for each type of report to make this section more interactive. Below are some examples to fill in gaps.

- Examples of reports that tend to be required are:
  - **Internal reports**, e.g., daily, weekly or (field) mission reports,
  - **Drafts of/inputs to reports to the Security Council and its Working Group on Children and Armed Conflict through the MRM**, e.g., Global Horizontal Notes (GHNs), the Secretary-General's annual global and country-specific reports on children and armed conflict, and the Secretary-General's quarterly/periodic mission reports.

- Other types of reports may not be required but child protection staff may decide to develop them to support advocacy or for other purposes. Some optional reports include:
    - **Thematic reports** focused on specific child protection concerns, e.g., challenges in identifying girls associated with armed forces/groups, attacks against schools, exploitation and abuse of children during elections,
    - **Periodic reports to public/select actors** analysing trends over time, e.g., progress on implementation of action plans or trends on grave violations,
    - **Submissions to other reporting bodies/mechanisms**, e.g., reports to human rights treaty bodies or Universal Periodic Reviews,
    - **Other forms of public or internal reporting**, e.g., briefing notes, flash reports or press releases.

Leaning Activity 2.3

Group discussion: relevance and better use of reports

Learners will consider the relevance of reporting and look at how they can use reports more effectively for advocacy, follow-up and other purposes.

TIME: 20 minutes

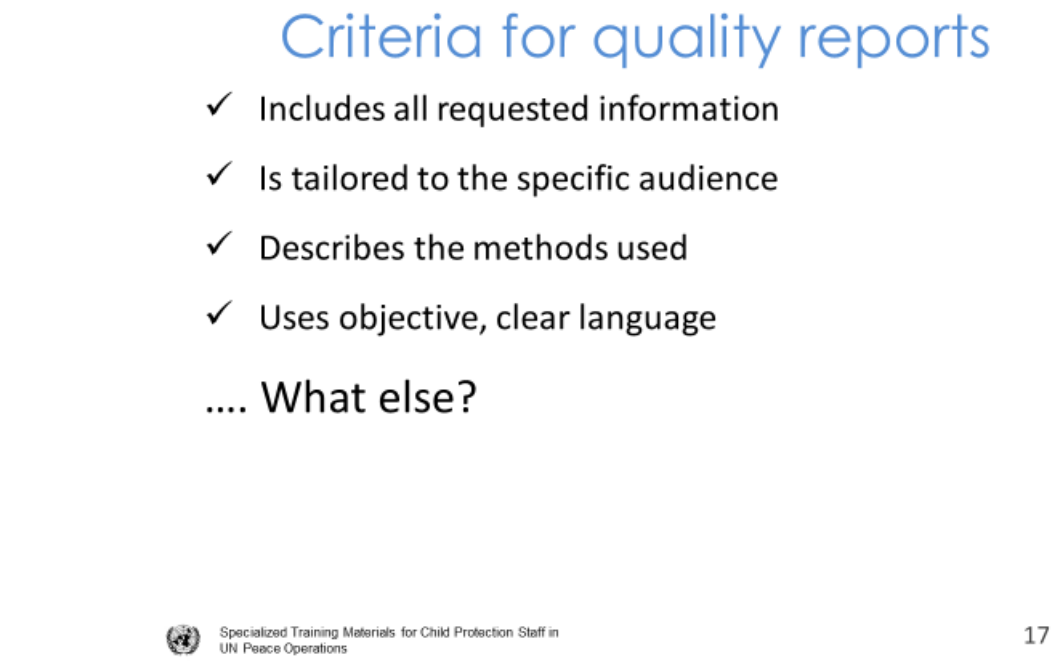
INSTRUCTIONS:

- Ask learners which reports their child protection team has prepared over the course of the last six months and put their responses on a flipchart. Discuss with them the successes and challenges of preparing reports, especially optional reports:
    - Do they feel that they have fully utilized the information they have gathered through monitoring?
    - What improvements could they make (e.g., adjusting their current reports, preparing new types of reports)?

Learning Outcome 2.4

Revising reports based on quality criteria

Slide 17: Criteria for quality reports



- Here are some criteria you can use to ensure that your report meets basic quality standards (see slide 17).

Review the criteria listed on the slide. Then ask learners for additional quality criteria: What are you looking for in a report? List their responses on a flipchart and share the handout with them after the exercise.

- The report development process is important for ensuring high quality reports. Some key points to remember are:
  - Prepare reports immediately after the completion of monitoring activities to ensure that they are timely and relevant.
  - Work closely with counterparts at the OSRSG-CAAC, UNICEF, and the Child Protection Team in the Department of Peace Operations and the Child Protection Focal Point in the Department of Political and Peacebuilding Affairs at headquarters when developing reports to the Security Council and its Working Group on Children and Armed Conflict.

- Consider sharing aspects of the report in advance with the concerned government and/or other actors accused of having committed violations for comment and to give them advance notification of the report's findings.

Discuss some of the pros and cons of involving the government and other parties involved in the reporting process. For example, sharing the report in advance may increase transparency and give concerned actors a sense that their views are taken seriously. On the other hand, it may also feed into false expectations that they can change the report's findings.

Leaning Activity 2.4

Group exercise: quality reports

Slide 18: Group work - quality reports

This activity enables learners to critically assess child protection reports based on quality criteria.

TIME: 40 minutes

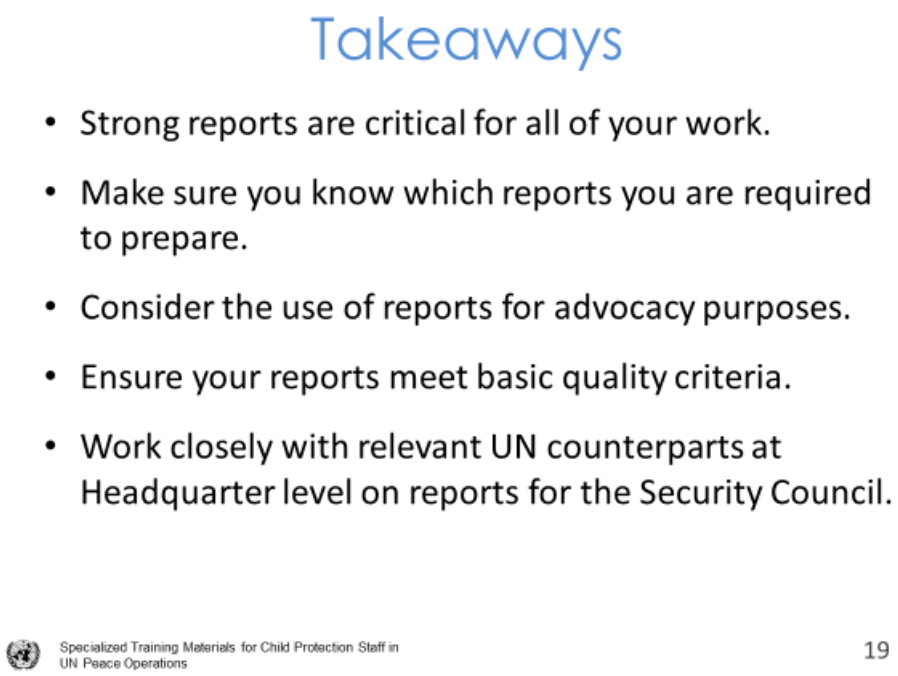
INSTRUCTIONS:

- Divide the group into small groups of 3-5 people and distribute the report excerpt and quality checklist.
    - Handout: Sample report
    - Handout: Quality checklist for reports
- Give groups 30 minutes to review the reports and make recommendations for improvement and ask them to report back afterwards.
- Debrief on what they learned from reviewing these reports.

- Here are some of the areas where the report requires improvement:

    - Limited explanation of trends, e.g., increases/decreases of violations against children; does not specify whether armed forces/groups targeted children
    - Missing information e.g., gender breakdown, no reference to some of the six grave violations
    - Methodology, e.g., does not specify why information was not verified.
    - Language/style, e.g., passive voice, long sentences

Slide 19: Takeaways



Review these takeaways and ask participants about their own takeaways from this session.

Learning Activities

Additional information for each learning activity is in a separate file. It includes:

Number	Name	Methods
Learning Activity 2.2	Checklist for interviewing children	Handout
Learning Activity 2.4	Sample report Checklist for quality reporting	Handout Handout