

# *Improving Child Protection in Crises*



A summary report from the interagency gathering in Stockholm, Sweden,  
November 12-14, 2008

Save the Children Sweden fights for children's rights.  
We influence public opinion and support children at risk,  
in Sweden and in the world.

Our vision is of a world which the UN Convention  
on the Rights of the Child has been translated into  
practical reality, and all children's rights are fulfilled.  
Such a world is one which:

- respects and values each and every child;
- listens to, and is prepared to learn from, children;
- gives every child hope and opportunity.

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# Introduction

In November 12-14, 2008 the Swedish Ministry for Foreign Affairs, the Swedish International Development Cooperation Agency (Sida), UNICEF, the Program on Forced Migration and Health at Columbia University's Mailman School of Public Health and Save the Children Sweden convened the Child Protection Action Summit – An Interagency Gathering to Improve Child Protection in Crisis in Stockholm, Sweden.

The purpose of this three day conference was to improve the work of organisations in order to better address care and protection of children in crisis-affected countries through bringing political leaders, policy-makers, donors, practitioners and researchers together. A special focus was on strengthening linkages between research and programme response and supporting child protection systems in emergencies.

Objectives of the Child Protection Action Summit:

- Take stock of what we know about effective protection programming for children in emergencies.
- Enhance coordination and funding for child protection.
- Review major new developments – frameworks, strategies, methods and tools – and programme evaluation evidence.
- For partnerships to take the current state of knowledge forward through new operational learning initiatives.
- Promote and inter-agency programme learning and policy change agenda for the next three years.
- Launch the Care and Protection of Children in Crisis-Affected Countries Learning Network (CPC Learning Network).

The interagency venue attracted more than 100 people all over the world from different sectors. Ministers from Sweden, Iraq and Liberia, donors, human rights lawyers, child protection practitioners, policy-makers and researchers came to share their views and experiences, and to find ways to bridge the gap among child protection actors and to enhance learning.

Experiences from working with child protection in Iraq, Liberia, Rwanda, Banda Aceh, Afghanistan, Southern Sudan, Darfur, Uganda and elsewhere clearly shows that efficiency and effectiveness of program response and policy action relies on a comprehensive, systematic, and organisational approach to knowledge acquisition, development and sharing.

All humanitarian agencies rely on rapid assessments and participatory methods to assess emergency situations before a program intervention. In addition the same agencies develop methods of good practice.

It is, however, unusual for humanitarian agencies to enter into partnership with like minded organisations and research institutions to improve methodologies of determining impact and assessing reliable incidence rates for child protection concerns. In order to professionalize the field of humanitarian response we need to better understand the impact of programmatic interventions. Joint research and

networking with like minded organizations and research institutions is one important way forward.

We must go one step further in order to professionalize the field of humanitarian response, and to ensure that children affected by crisis are protected.

This report is an attempt to compile the main messages of the various speakers and participants as well as the main outcomes of the various discussions held. The report does not claim to be comprehensive and fully reflective of what each and every speaker and participant said.

In addition to this report a short brochure has been compiled "Improving Child Protection in Crises". It is meant to serve as an easily accessible information sheet on some of the challenges related to child protection in crisis and on the conclusions of the child protection action summit.

### **Acknowledge**

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Presentations associated with this report can be found on the CPC Learning Network's webpage, [www.cpclearningnetwork.org](http://www.cpclearningnetwork.org)

# Day 1, November 12<sup>th</sup>

## **Opening ceremony**

Marika Fahlén, ambassador and special envoy at the Swedish Ministry for Foreign Affairs, and moderator for the first day of the summit, welcomed the participants and introduced the first speakers, leading representatives of the co-sponsors: the Swedish Ministry for Foreign Affairs, Sida, UNICEF and Save the Children Sweden.

### *Gunilla Carlsson, Swedish Minister for International Development Cooperation*

Between 2002 and 2006, two thirds of the world's child population, or 1.5 billion girls and boys, lived in countries affected by violent conflict. We know that children are particularly affected by humanitarian crisis and emergency situations; there is an increased risk for girls and boys to fall victim of violence. Girls in particular suffer. But children are not only victims, they are also perpetrators.

Our presence here shows the importance of child protection. To my knowledge it is the first time policy makers, representatives from donor and programme countries and international organisations meet with practitioners and researchers to deliberate on the issue of child protection. I hope this conference can make contributions to improve the care and protection of children in crisis-affected countries and come up with some conclusions for dealing with the issues.

We already have the tools and we have the Millennium Development Goals. In order to reach them we have to take care of our most precious resource, the children. None of the goals can be reached without improving the situation for children. We need to change perspectives and see the children.

We also have the Convention on the Rights of the Child. It is a strong tool. Our work must be based on human rights instruments.

This is also a matter of prioritising.

*"In Sweden, there is a proud tradition of working with children's rights. In order to do this, we need a vivid civil society."*

Very little would be accomplished without civil society. The importance of civil society organizations need to be fully appreciated. Coordination efforts need to be strengthened with and between civil society organizations.

There is need for strong alliances among various actors – governments, local authorities, law enforcement, the private sector, non-governmental organizations. We need to develop a comprehensive and holistic long-term approach which can be complemented by small-scale and short-term responses.

We also need to become better at measuring progress and showing results. In many cases there is great progress, for example more and more children go to school in Afghanistan.

Part of the objectives with this conference are to share knowledge and form a network. I support this initiative fully. I hope this particular conference will reach a common understanding of the challenges at hand as well as come to concrete conclusions on how to better address some of the aspects of child protection in crisis affected countries through a more systemized and holistic approach. Jointly, we have to make stronger efforts to improve all children's lives.

**Anders Nordström, Director General, Sida**

Welcome to this summit. This is a unique opportunity. We have excellent participants, from governments, UN agencies, the European Union, the civil society and the academia. The most important objective of this conference is to discuss and agree on effective methods for preventing that children fall victims of violence and abuse in conflicts and humanitarian crises and acting when children are subject to violence and need protection.

What have we learnt and what data and information do we still need? The starting point for all actions concerning children in conflicts and humanitarian crises is the Convention on the Rights of the Child and its' optional protocols. The Convention puts demands on governments and provides a coherent agenda. Therefore, we must protect and honor the Convention.

There are four basic principles of the Convention: non-discrimination, the best interests of the child as a primary concern, the right to life and development and the right to express views freely and to be listened to. These principles are the basis for all Swedish actions concerning children, in Sweden and internationally.

To see children as actors and listen to them is an issue that is often neglected. Not all politicians listen to children. The representative from Rwanda at this summit is encouraging in this sense. He shows that young people can participate in peaceful rebuilding and coexistence after the genocide.

Also investments in health, education and social security are crucial. The representative from UNICEF's office in Afghanistan will be able to tell us how important these investments are.

There is a need for different kinds of interventions.

*"Families must be given support and the local society has a unique function, knowing the context, and having a long-term engagement. Governments have the ultimate responsibility. NGOs and multilateral organisations, mainly the UN, have to effectively channel support."*

The UN Resolution 1612 about children in armed conflict and the five earlier Security Council-resolutions regarding this issue must be honored more clearly, both by



affected governments and the international community. Focus has, until now, been on child soldiers. More attention is needed for other kinds of abuse in conflict situations, such as sexual violence, abductions and attacks on schools and hospitals.

Sweden's development cooperation has an increased focus on countries in conflict and post-conflict situations. Inspired by the Paris declaration and the Accra Agenda for Action, we need to work in a more effective way and focus on results.

The gap between the Convention on the Rights of the Child and practice is a mutual responsibility for the international community. This conference is a promising step in order to honor this commitment and I look forward to the outcome of the meeting.

### **Comment**

Marika Fahlen noted that both speakers had emphasized the need to bridge the gap between principles and practice. She pointed out that the outcome of the summit was planned to be a declaration, the Stockholm Commitment to Child Protection.

## ***Building a Strategy to Protect Children in Crisis and Reinforcing the Child Protection Agenda***

*Hilde Johnsson, Deputy Executive Director, UNICEF*

Recently I was in Colombia, where I met with former child soldiers and listened to their stories. The circumstances had forced them to join the guerilla groups, they told me that they had been part of combat, how afraid they were and that they drank liquid with a white powder in it. The girls had to become girl friends of commanders and had been sexually abused. People said that there were more and more displaced people and more and more children were recruited to guerilla group, paramilitaries and drug lords.

The Convention on the Rights of the Child says that these children have every right to live a life with all rights met; they have the right to be demobilised. Resolution 1612 is explicit on how we should protect these children.

Children are most at risk when things fall apart. I hope actionable results will come out of this meeting. One billion children live in areas affected by conflict. Let us think for a second, about what children in Congo are going through. They need our protection. I highly appreciate that Sweden has put this conference together, with Columbia University. It will help us to move our response to children forward.

How can we then move the agenda? We have to make sure that deeds follow words. We have to tackle the challenges. We need to examine where we are, what is good practice and where are the knowledge gaps?

*"We can only find responses through collective thinking. Many challenges are sensitive but we need to find ways to solve them. This meeting is a milestone."*

We have already made progress in the following areas:

1. International legal standards, the international criminal court and monitoring under resolution 1612.
2. Common policies and standards.
- 3 A shift in responses. Part of our new strategy is to shift from individualised categories to a systems-based approach.

This will help strengthen child protection: Government commitment, attitudes, basic and targeted services etc. It will help us to do things right.

Child protection systems supported by us aim to support families, reduce social exclusion, respond to gaps and avoid stigmatisation of targeted children as well as to build on synergies and ensure that there is added value from working together.

Among the challenges are that child ministries are often weak. The data challenge also needs to be addressed; data is often hard to gather and sensitive but we have to work to get more data. The third challenge is about capacity; we need to strengthen existing policies and services and we need to incorporate the views of children. We also need to strengthen information and knowledge sharing between us. The resources challenge, finally, is crucial, even more so in crisis and emergencies. This must change, otherwise everything will fail.

### ***Elisabeth Dahlin, Secretary General, Save the Children Sweden***

At this hour of the day last week I was sitting on a roof top in Gaza, discussing Resolution 1612. It felt strange in a context where the most fundamental rights are violated; children have no medicines, no schools. It was a sad example of our failure, 20 years after the ratification of the Convention on the Rights of the Child the reality for many of the world's children is totally different from what the convention outlines.

*“After several years of hard work, a substantial body of other international instruments to protect children is in place.”*

Some examples are the ILO core conventions, the African Charter on the Rights and Welfare of the Child and the resolutions of the Security Council. Child protection issues have been incorporated into several peace negotiations and peace accords.

We have the legal framework. But we would not be sitting here if this was enough. In reality children are not protected. This is unacceptable. Children are targets of armed conflicts as well as perpetrators.

What are the ways ahead? Save the Children Sweden will increase its efforts to stop all forms of violence in armed conflict and natural disasters during the coming five years through an initiative focusing on child protection. We will mobilise greater resources, strengthen the capacity to respond to violations, advocate for better policies and programmes, develop and collate evidence based solutions and improve coordination with other actors.

The child protection initiative is an important enterprise to reverse the trend of atrocities. Save the Children's child protection work will aim to prevent, respond to and resolve the neglect, abuse and violence experienced in all settings and to strengthen the capacity of various actors to protect children and develop systems and mechanisms that provide meaningful protection. Save the Children Sweden also promotes the involvement of children. In demobilisation, disarmament and rehabilitation efforts it is important to ensure that children's perspectives are integrated.

A key feature of this initiative is an ambition to enhance learning. Our experiences from Aceh, Afghanistan, southern Sudan, Darfur, the Ivory Coast, Rwanda and elsewhere clearly show the effectiveness of programme responses relying on knowledge. All humanitarian agencies rely on rapid assessments to assess emergency situations. It is unusual to enter into partnerships with research institutions. In order to professionalise the field of humanitarian response we need to better understand the impact of programmatic interventions. Joint research and networking with like-minded organisations and research institutions is one important way forward.

Critical challenges for the international community are to foster inter-country learning, make more use of existing programme learning and research, improve the capacity to determine impact and establish a central space where research, documents and tools can be stored.

### **Questions and comments**

A representative from the Australian aid agency (AusAID) pointed out the importance of safe guards and policies for aid agencies to reduce the risk of abuse from their own people. We need to create or update, as appropriate, codes of conduct, risk management guidance, training, recruitment and screening processes for staff and organisations responsible for delivery of child protection activities.

Another question from the floor was: In terms of learning, what are the key elements we need to focus on?

Hilde Johnson first agreed with AusAID that guidelines and other tools in order to reduce the risk of abuse from NGO staff, peacekeepers etc. are needed.

Regarding key elements for learning she mentioned: data and indicators for measuring progress and knowledge about how to promote social change.

How do we relate to children as perpetrators? Marika Fahlén asked. I work with Somalia where children are actively recruited and used for terrorist activities. The driving forces are lack of money and income generating opportunities.

### ***The situation for children in Iraq***

*Wijdan Mikheil, Minister for Human Rights in Iraq*

In recent years new legislation has been adopted in Iraq, for example regarding how to protect juveniles under arrest and how to protect orphans.

Still, there are many remaining challenges to be dealt with. A long period of conflict has affected us a lot. In 1980, I remember my brother being taken to a military camp to become a soldier. Since then there have been ongoing wars in Iraq. Presently, despite all the years that have passed, there are continuous military operations. During the last three years many children have been killed or injured. Some attacks are directly targeting children. This is part of the terrorist situation.

How should we deal with the children who grow up in the middle of this violence? How can we protect the children?

*“Inside Iraq people are displaced, children lose their right to go to school, they lose so many rights!”*

The terrorists begin to use children and some children will think they are heroes.

We have not been able to protect our children. But we work hard on improving the situation. For example, we are now trying to elaborate a new law on the protection of children. We also try to change the education through working with kids and families in 90 schools in Baghdad. We have to involve the parents, who lost part of their lives during the long period of conflict. People need to be trained in order to be able to return to normal life.

Iraq also needs the help of the international society.

### **Questions and comments**

A question was asked to the Minister for Human Rights on how the Iraqi government can help international NGOs to get access to the people who need help.

We provide access everywhere, to schools, prisons etc., the Minister answered. We need to work in partnership with the international community. The problems are huge, for example there are more than one million orphans in Iraq. We need rehabilitation facilities as well as support to develop new laws.

It is part of my job to visit prisons and other institutions in order to assess the situation there. In one prison I met a 15 year old child who had spent three years in prison for a petty offence because he had no money to pay the small fine. In this case we paid to get him out, but Iraq needs to develop a law that prevents for this kind of things from happening. We can be partners in this.

Answering a question on how to work with the Iraqi government, the Minister for Human Rights said that it is sometimes a problem that there are several ministries involved. How can they be brought together and cooperate? The Ministry for Human Rights was established in 2003 so we are still a new ministry. UNICEF works with the ministries of education and labour, but we need to be involved as well. It would be better if we could all work together.

We also need to work with NGOs, but unfortunately there are still few NGOs in Iraq. And we are trying to establish an independent commission for human rights.

## ***Children's Involvement in the Peace Processes in Rwanda***

***Aflodis Kagaba, Rwanda Youth Association for Human rights Promotion and Development***

I grew up as refugee. In 1990, when I was 12 years old, I decided to join the army as I wanted to go back to my country. But I was stopped by my family. In 1995, when I had almost finished high school, I came back to Rwanda and started the youth association.

The situation in Rwanda is still very difficult. For example there are 1.3 million orphaned and vulnerable children (OVCs). This is 30 per cent of the total child population and one of the highest numbers in the world.

Rwanda has developed a national strategy with a family and community centered approach. Also specific policies, building on mainstreaming, participation and decentralisation have been adopted, such as a national policy on OVCs and a strategy plan for OVCs.

Among the opportunities for children and young people's participation are an annual children's summit and a children's forum. Another youth contribution in rebuilding Rwanda is the human rights clubs in schools and communities.

At an early stage we realized we needed to increase the knowledge about human rights among young people. We had never known about human rights before.

Now we are involved in the reconciliation efforts through unity and reconciliation clubs in schools and peace and solidarity camps. There people are told about the history and they are able to discuss. We are also involved in HIV/Aids prevention. Young people are taught about these issues. Information is important as the culture is silent on these issues. We also talk about sexual abuse. Regarding sex, young people are taught to take their own informed decisions.

Advocacy efforts include the establishment of a youth fund, mobilisation of resource to assist OVCs, formation of cooperatives and radio programmes. We also encourage young people to participate in decision making in the society.

Opportunities in the Rwandan society are a strong political will and the existence of national programs for children. Also government agencies such as a national human rights commission and national unity reconciliation have been set up and have established child-friendly programmes. There are NGOs and youth associations working with issues relating to children's rights.

Some of the challenges are: a traumatised society, the very high number of OVCs, extreme levels of poverty, the presence of genocide ideology, the high number of prisoners, the poor living conditions of survivors, ethnic complexity and HIV/Aids. Despite all this, reconciliation is a non-negotiable obligation.

## Questions and comments

Marika Fahlén remarked that the Rwandan society is mending itself from the legacy of genocide. This is something we should learn from and support. To introduce civic education is an interesting long term investment which relates to what Anders Nordström said about bridging emergency and development issues.

A question was asked about the lessons learned. Aflodis Kagaba answered that the key lesson learned is that effective solutions are home-grown.

*“Rwanda was a divided society but it healed itself and its own people must have leading role in this process.”*

A second lesson learned is that peace building is fundamental and should be planned – and in this you have to invest in young people.

A UNICEF representative from Afghanistan wanted to know how the Rwandan youth association managed to engage young people.

Aflodis Kagaba answered that the work was started in schools. Young people were encouraged to participate, members of the youth association initiated discussion on issues that were interesting for them, such as corporal punishment. This involved the students.

On a question about OVCs, Aflodis Kagaba said that there is a national strategy for dealing with OVCs. According to this strategy, OVCs that have families or relatives should be sent back to them. For others there are centers and orphanages. The task is challenging, due to the large numbers of OVCs and the poverty in the country.

Regarding whether the youth association has managed to make young people's demands translated into concrete policies, Aflodis Kagaba said that this is still difficult. Resources are scarce and half of the country's budget is covered by donors. Data is another challenge. Credible statistics are lacking. Child-headed households, children living in centres, sexually exploited children, working children, children affected by HIV/Aids, refugees and children of single mothers are all included in the OVC category, but disaggregated figures are lacking.

## ***The Convention on the Rights of the Child in Crises and Post-Crises***

*Jaap E Doek, Emeritus Professor of Law at the Vrije Universiteit, Amsterdam, former chair of the CRC Committee (2001 – 2007)*

Given the overwhelming numbers of children who are affected by crisis it helps, in my experience, to keep just one child in mind: For example, a girl in Sierra Leone who had to kill her own sister and was rejected by the family: how is she doing in life?

Regarding children in crisis and post-crisis situations it is useful to make a distinction between children victims of armed conflicts and other man-made disasters and children victims of natural disasters.

The aim of education, which state parties have agreed to (art. 29, CRC), is among others to prepare children for a responsible life in a free society. If we were able to get that implemented, I think it would result in a more peace-full world. Probably I am naive, but sometimes you have to be naive.

Article 38 was contested when the Convention on the Rights of the Child was drafted because it sets a rather low standard for the recruitment and involvement of children in armed conflict. Therefore the optional protocol on the involvement of children in armed conflict (OPAC) was drafted in order to increase the standard set in article 38 of the CRC. The focus of the optional protocol is on increasing minimum ages for recruitment and involvement of children in armed conflict, with the result that some aspects, like explicit request for criminalizing violations of the rules of the OPAC and recovery/ re-integration of children victims of war was given limited attention; in other words the OPAC missed a couple of opportunities.

The UN committee on the Rights of the Child for example wants states to criminalize acts that violate the protocol, but until now most states have not introduced such laws. Another issue is to establish extra-territorial jurisdiction, meaning that the perpetrators who commit acts violating the rules of the OPAC abroad can be prosecuted in their respective home countries. Furthermore governments should establish agreements on extradition. I believe that, if these measures are taken and effectively implemented, we will establish an international order in which nobody who violates the rules of the OPAC will escape justice.

The UN committee also recommended governments, in particular of the countries that are weapon producers and/or traders, to take effective measures to stop the export of small arms and light weapons to conflict areas. I hope the Security Council will introduce clear instruments and enforce the provisions in the optional protocol, including the recommendation to stop export of small arms and light weapons.

One disturbing issue I want to mention is the attacks on schools, in countries like Nepal and Afghanistan. There is a need for an international campaign to promote and implement as a fundamental rule of children's rights that schools are no-go areas for armed groups and armed forces and that attacks on schools must be considered as war crimes

According to the optional protocol (art.7) states in the position to do so shall provide assistance to other states in their efforts to implement the OPAC, inter alia through the establishment of a voluntary fund in accordance with the rules of the General Assembly. As far as I know there has been no serious discussion on the feasibility of establishing such fund.

Regarding natural disasters, it should be noted that the attention for children victims of such disasters in international documents is quite limited. This is for example reflected in the UN document A World Fit for Children that contain one paragraph on children victims of natural disasters and twelve on children in armed conflict.

*“The Committee on the Rights of the Child emphasizes the key importance of education and empowerment of children in areas affected by conflicts and natural disasters.”*

Some short term actions in this respect are known, for instance the overwhelming number of actions take after the tsunami . In addition, I randomly picked some things that I think are important in order to enhance children’s rights in situations of conflict and natural disaster. One of them is to register all children, provide them with an identity card and check six months later where they are. If their whereabouts cannot be found, alert police and use modern technologies to trace them.

In these situations we know that children are taken away to be adopted. But we do not know for sure that they are adopted. Could they instead be trafficked? Another important measure would be for governments to appoint a focal point for child protection in situations of conflict and natural disaster. The authorities could also appoint a guardian for every child in case the whereabouts of the parents is unknown.

These measures would enhance child protection in crisis. Remember that the Convention on the Rights of the Child is just a piece of paper if it is not used.

## ***Children’s Rights in Liberia after the Civil War***

***Anette Musu Kiawu, Vice Minister, Ministry of Gender and Development in Liberia***

Over half of Liberia’s population is below 20 years of age. Liberia has signed the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child.

Liberia is experiencing severe problems related to children’s rights. Children are being recruited into armed forces as child soldiers, children are being subjected to gender based violence, and children are exploited and abused. Children are also a means of livelihood and many experience sexual violence as slaves and are neglected by society. Since many children are exposed to these extreme situations, their rights are neglected. A law on education, granting free primary education to all children, was passed in 2001. Between 2007 and 2008, there was an increase of primary enrolment with 60 per cent. Girls are especially encouraged to go to school through the World Food Programme’s school feeding program where food rations are given to girls. In terms



of health care, in 2006 only 10 per cent of the population had access to health care and the health care provided is inadequate, especially in rural areas.

A Ministry of Gender and Development has been established and this ministry has a mandate to be involved in issues relating to gender-based violence and in the education and health policies. Our instruments also include a sexual and gender-based violence prosecution unit, a juvenile justice forum and an anti-trafficking commission. These are all institutions for the protection of children.

Liberia has also passed a Children's Rights Act, which grants children's improved protection, participation and the right to non-discrimination. The laws of Liberia are child sensitive. A national action plan for action against gender-based violence has been adopted. Participatory structures are encouraged within the communities to allow for children's participation.

There is, however, a need for training of law enforcement agents and the juvenile courts. The government also needs to address the issue of child trafficking. Regarding adoptions, international organisations are coming to the country and children are adopted in order to give them a better life. But we need to strengthen the law on adoptions.

*“Regarding lessons learned, one key issue is to work with NGOs that are involved in child rights protection. They serve as watchdogs; the government cannot be everywhere.”*

With the help of the NGOs' networks we can get information, which helps us to inform our programming and to monitor ongoing activities.

## **Monitoring, Reporting and Data on grave Child Rights Violations for Political and Programme Level Action**

*Tonderai Chikuhwa, Office of the UN Special Representative of the Secretary General for Children and Armed Conflicts*

*Rebecca Symington, Senior Advisor, Child Protection in Emergencies, UNICEF*

*Les Roberts, Programme on Forced Migration and Health at Columbia University's Mailman School of Public Health*

Tonderai Chikuhwa spoke about child protection at political level within the framework of the UN Security Council:

During the last decade, we have been focusing on political dimensions; how to address impunity for violations and compliance with international norms and standards. This process has been driven by Security Council.

An important component at the level of the Security Council is how to leverage information and have a deeper dialogue about sanctions. This entailed tactic decisions regarding the issue of child protection, framed within the human rights discourse, some years ago. These decisions raised the visibility of the issue. They raised the stakes

as well, for perpetrators it is not business as usual. They also raised the stakes in the UN system, among those agencies responsible for implementing the tone was changed, in order to deliver and sustain the scrutiny. Finally, they raised the stakes for the Security Council. A thematic human rights issue was put on its agenda. This small issue in the big scheme has become a litmus test. If the Security Council cannot deliver what is the use? This has put healthy pressure on the Security Council.

Over ten years the Security Council has adopted six resolutions. They have had a positive impact and have opening the way to take on other issues. We are conscious, what we do is being looked at and has implications how other human rights can penetrate into the peace and security arena. We have established a thematic working group that considers country specific report and where issues and crisis can be flagged. What is the relevance of this for children on the ground? The good news is that the Resolution 1612 process issues an annual report, which names and shames.

We have also been able to establish a dialogue which for example meant that in Côte D'Ivoire children were released from fighting forces. These achievements are small, but they give us confidence that this can work.

*"So far the work has been overly preoccupied with child soldiers. We need to find ways to also address other grave violations of children's rights."*

The Security Council is allergic to situations that should not be part of the agenda. The other side of the issue is, however, to ensure that it treats all children equally.

As a final point I think that one of the things we have to consider is the division of labour and how we can establish partnerships. The problems will always be bigger than the resources. We have to ask ourselves how we can take stock of existing knowledge and resources. Who has comparative advantages? We need to communicate better across mandates and priorities.

Rebecca Symington described the details of the Monitoring and Reporting Mechanism (MRM) on grave violations against children in situations of armed conflict (Security Council Resolutions 1539 and 1612). The latter resolution was passed in 2005 and is the most recent of resolution since the Graca Machel report:

The purpose of the MRM is to prevent, respond to, diminish and end grave violations against children in situations of armed conflicts. Six grave violations against children in conflict are addressed: killing and maiming of children, recruitment or use of children as soldiers, attacks against schools or hospitals, rape and other grave sexual abuse of children, abduction of children and denial of humanitarian access for children.

There has been an expansion of the geographical coverage from 7 countries in 2006 to 18 countries in 2008. With the systematic inclusion of the response component in the MRM there has also been an expansion in scope. There is, however, a need for recruitment of children to have taken place in order to be able to raise this issue.

The countries involved are Chad, Sudan, CAR, DRC, Burundi, Uganda and Somalia in Africa, Sri Lanka, the Philippines, Myanmar, Nepal and Afghanistan in Asia. These countries are—Committee on the Rights of the Child and the Human Rights Council

The response should be both in programmes and advocacy. Both are required for ethics as well as sustainability and credibility of the mechanism.

The opportunities of the MRM are: the political power of the Security Council, the fact that the MRM is led by the highest UN representative in the countries, that the MRM provides an official discussion framework and provides critical information to inform programmes and prevent and respond to the grave violations and, finally, that it expands the advocacy destinations.

The main challenges are:

- The security of victims, information gatherers and information providers;
- National governments cannot be involved in the monitoring and reporting;
- The MRM is resource intensive;
- Incident versus incidence information (Individual information is important because of the value of knowing that one incident happened but how can it help other children and how can we gather information about the scale of the problem?);
- The difficulty in collecting information in conflict affected areas;
- Accountability and systems to respond to children's needs (What is the balance?).

Strategic developments of the MRM:

Collaboration with research institutes has been established to develop a methodology for macro monitoring of violations (surveys and surveillance).

Global mapping of database and information management systems.

Finalisation of the MRM guidelines (which are very comprehensive, we have worked on them for two years)

Development of training plans and materials.

Some successes are:

- An ending of the reported violations perpetrated by parties to the conflict in Côte d'Ivoire – but this had more to do with the fact that the conflict ended than with the MRM.
- An opening of humanitarian space and increased access in Myanmar.
- Dialogue and action plans with parties to the conflict in order to end violations in Burundi, Chad, Côte d'Ivoire, Myanmar, Sudan, Sri Lanka and Uganda.

Les Roberts started with saying that in order to make legal cases there is a need for detailed data:

We need incidence data. But in USA the end of racism was a legal process. The end of slavery was also achieved by laws, not data. There are violations that lend themselves

to a legal approach, but child soldiers are neither suitable for legal measures nor for a public health campaign.

The challenge is: what can be done? Which players are there? It may not be possible for operational NGOs also to do advocacy. Let us instead think about the amazing new technologies! Cell-phones were for example also used to transcend Burma's control last year.

We have to make the best use of both the legal and the public health approach in order to end grave violations against children.

### ***Improving Coordination and Funding Mechanism to Respond to the Rights of Children in Emergencies***

*Ruven Menikdiwela, Deputy Director of the Division of International Protection Services, UNHCR*

*Brigitte de Lay, Project officer, Child Protection, UNICEF*

*Isabelle Combes, Head of Sector Strategy, Policies and Capacity Building, European Commission, DG ECHO*

Ruven Menikdiwela provided an overview of the Humanitarian Reform, the Cluster Approach, the Global Protection Cluster and the role of child protection in relation to the latter. She also provided some experiences from the field in regard to the activation of the Protection Cluster at the local level:

In 2005 well-known and longstanding gaps, such as limited linkages between UN and non-UN agencies, lack of (and personality-driven) coordination, insufficient accountability regarding internally displaced people (IDPs) and inconsistent donor policies were revealed in a Humanitarian Response Review, commissioned by the then Emergency Relief Coordinator as well as in a study undertaken by OCHA/Brookings Institute.

This led to the Humanitarian Reform, consisting of three pillars: strengthening humanitarian coordination, financing of humanitarian operations and the Cluster Approach.

UNHCR was designated global lead of the Protection Cluster:

Broader protection was a relatively new field for us. Hitherto, there had been a proliferation of protection actors, varying interpretations of the concept of protection, and a lack of coordination between these same actors, leading to duplication and gaps, in the protection response. The Cluster Approach addressed some of these issues, but there are still challenges as well as opportunities.

One of the first tasks of the Global Protection cluster was to adopt a common definition of protection (derived from ICRC, one that has also been endorsed by the IASC), which is deliberately broad and generic, so as to permit all protection actors to find a space to operate.

Within the Protection Cluster there are five areas of responsibility, of which child protection is one. UNICEF is the Focal Point Agency for this area.

The tasks of the clusters are to set standards, build capacity in the field and provide support to the field. According to the structure of the Protection Cluster, the Focal Point Agencies are the providers of last resort in their respective areas of responsibility, while UNHCR, as the global lead, retains the responsibility of the provider of last resort for the Protection Cluster as a whole.

Regarding impact to date, 39 countries have activated the Cluster Approach between 2005 and 2008, out of which 21 had activated the Protection Cluster. The positive outcomes of the approach – in relation to the Protection Cluster – has been to enhance a more coordinated humanitarian response to complex emergencies, ensure predictability of leadership in the various sectors, improve partnership between the UN Agencies and also with NGOs and effective cross-fertilization between the various areas of responsibility.

Challenges are:

- To avoid slipping back to old ways of working (as in the “silo approach”);
- To ensure a balance between process and delivery (coordination requires a lot of meetings, but this should not be to the detriment of the delivery of protection services and activities on the ground);
- To reconcile the need to provide targeted, technical protection interventions in specific areas, within the context of a broader protection response;
- To ensure predictable leadership of the Protection Cluster in natural disaster situations;
- To secure funding;
- To improve the coordination skills of the staff who lead the Protection Cluster or the areas of responsibility.

To summarise: The cluster approach has led to improvements as demonstrated by a recent informal ECHO survey, although there are still gaps that need to be addressed. However, the donor community has clearly indicated that this is the way business will be done in the future in terms of the humanitarian response to complex emergencies, natural disasters and similar situations.

Brigitte De Lay pointed out that the humanitarian reform means strengthening existing humanitarian response through accountability, predictability, leadership and partnership. The protection cluster is one of eleven clusters.

Child protection originates in child welfare and has a focus on abuse, violence and exploitation. The staff's professional profile is often social work while in protection people often have a legal background. The core element of the analysis is child well-being while in protection it is state responsibility, advocacy, capacity-building and physical interventions for security.

Core skills and knowledge in child protection is on the Convention on the Rights of the Child, participatory methods and case management. In protection it is also on

human rights and international humanitarian law, political analysis, investigations and legal case management.

The potential for new partnerships is challenging and there is a need to invest in it, for example regarding child friendly legal aid and child friendly health services. At the global level we have started to document the cluster approach. Surveys and interagency reviews, which are effective for addressing gaps, have been carried out.

The cluster approach has raised the visibility of child protection. Some lessons are, though:

- Child protection is not yet fully recognised.
- A separate but linked coordination mechanism is required. In Kenya for example, a joint coordination was set up after the disputed elections in December 2007. But the response was weak. A lesson is that child protection needs separate space.

*“Child protection coordination requires senior level staff who represent the sector’s interest, not an agency’s interest.”*

- The shift to a community approach means that strong partnership is critical to cluster success.
- There are positive developments with joint UN-NGO-governments’ coordination, for example from Liberia.
- More guidance and tools are needed.

Has the cluster approach changed our work? Yes, there has been a shift from an agency-centered response to a sector wide response. It is a good mechanism for responding to gaps, avoiding duplication and for unified advocacy. It has also facilitated systems-building.

One challenge noted is that child protection tends to be underfinanced in the first six months of a new emergency. It has also been unable to secure funding to support transition and post emergency work.

The child protection working group has produced a number of assessment tools, think-papers and handbooks.

Isabelle Combes highlighted the Accra Agenda and the cluster-led coordination: ECHO is the humanitarian aid department of the EC, it works through partners and the mandate is to provide emergency response to preserve lives and prevent and alleviate human suffering in humanitarian crises.

Over the last years there have been several developments at EU level on children’s rights. At the beginning of this year, an EU action plan on children’s rights in external action was adopted at the same time and complementary to the document on children in humanitarian crises. Also, an EU strategy for the rights of the child, covering both the member states and third countries, is being developed and will be finalised by 2010.

The EU is supportive of the humanitarian system reform and attaches great importance to the coordination role of the clusters and their inclusive approach in order to ensure that no needs are neglected. It is not only a matter of policy support; we provide funding for capacity building of agencies to help them fulfill their new role in the clusters. ECHO has supported UNICEF over the last years to develop a number of tools and trainings for child protection in emergencies.

This started before the development of the cluster approach but was fully integrated in the work of the child protection sub-cluster. Some of these tools are: a training package on child protection in emergencies, a rapid assessment tool kit, a revision of the Cape Town Principles leading to the Paris Principles, guidelines on mental health and psychological support and an inter-agency database on separated and unaccompanied children.

Main findings of an internal review which took place at a global cluster and donor meeting in Geneva in October were:

- The cluster approach functions reasonably well, but with significant variations between countries;
- It depends a lot on the quality of leadership;
- There is a potential conflict of interest for major UN agencies between operational duties, cluster responsibility and the role as primary recipients of funds;
- The involvement of NGOs is increasing, but is still very weak in some countries;
- Inter-cluster coordination is important;
- The provider of last resort-principle is difficult.

Regarding the protection cluster, progress is limited or non-existing in some countries, the leadership needs to be strengthened in some places, there is too much attention to specific population groups, such as refugees and IDPs, and not to an integrated protection response.

This has affected the ability of the humanitarian community to conduct an overall analysis of needs and vulnerability and provide a coherent, integrated response. It has also limited the ability to properly address the protection needs of the local population, which is sometimes much neglected.

The child protection sub-cluster has been a very positive experience. It has had very good coordination and even co-chairing of NGOs. Sometimes progress has, however, been slow, for example regarding the interagency database on separated and unaccompanied children.

Kenya was, as has already been mentioned, an example that was not so good. There was a lack of proper coordination immediately after the outbreak of the crisis which led to a sharp under-estimation of some problems, in particular the extent of the child separation problem.

A last remark is that, considering the Paris and Accra principles, it is crucial to move as early as possible to a country-led coordination. In the framework of the clusters, however, the participation or co-chairing of governments is sometimes problematic

and can lead to responses that are driven by political interests rather than humanitarian needs.

## ***Moving Forward Together***

***Neil Boothby, Professor and Director, Programme on Forced Migration and Health, Columbia University***

The “conspiracy of goodness” reached a turning point with Graca Machel’s study. A great many of Security Council Resolutions have then opened up to the possibility to do new things. Therefore, our role needs to shift; a systematic collection of information is needed now.

Also our methods need to be developed.

After this initial day of the summit we will tomorrow focus on what we know and on day three we will discuss what we still need to know and what we want to achieve. This is an invitation: we start the journey tomorrow.



## Day 2, November 13<sup>th</sup>

### **Highlight of Key Learning Points During Day 1**

*Hirut Tefferi, Child and Family Support Services*

*Henrik Häggström, Save the Children Sweden*

Henrik Häggström made a quick recap of the previous day:

1. We do not have joint definitions of child protection. It would be useful to have a common definition.
2. Do we have sufficient knowledge about the situation on the ground? Some of the presentations yesterday used a lot of figures, we know that a lot of them are vague but we still have to use them. For example, when Save the Children Sweden published the book “Invisible soldiers” on child soldiers the estimate was that there were 350 000 child soldiers. A few years later, in 1998, the book was revised and then we used the figure 300 000, based on our best knowledge, but not very accurate.
3. Do we have an overview of good practices? There are nine manuals on psycho-social support. We need to agree on minimum standards and manuals. We need to improve learning and collate what we know.
4. Do we have enough money? Child protection is constantly under-funded. Funds promised in the optional protocol on the involvement of children in armed conflict CRC never materialised. There are other examples as well. If the cluster approach and donor coordination will go from words to action we need resources.

Hirut Tefferi raised the following learning points:

1. Tools that have inter-agency buy-in, links between emergency and development programmes, child protection programmes to address also the needs of local populations etc.
2. Evidence based solutions (Prevalence rates, standards of different protection categories, indicators of progress and measuring impact, understanding direct and indirect impact of armed conflict on children, children as perpetrators and victims, utilising local knowledge and home-grown solutions and listening to the voices of children.)
3. Building the capacity of children (Empowering children, participation of children etc.)
4. Resource gaps (Protection programmes are under-funded and more data is required about the level of funding.)
5. National child protection systems (Advocate for monitoring mechanisms to be developed, strengthen political will through building local capacity, emphasis on

legal obligations of parties in conflicts, child protection as an entry point to peace making and advocacy against attacks on schools.)

6. Working in partnerships ((Interagency and inter-country learning.)
7. Recovery and reintegration (Steps to promote populations who lived in conflict for long periods and addressing those whose powers are undermined by reintegration activities.)

## ***Taking Stock and Moving Forward: Promise, Progress and Future Directions in the Field of Child Protection***

*Neil Boothby, Programme on Forced Migration and Health, Columbia University's Mailman School of Public Health*

*Alastair Ager, Programme on Forced Migration and Health, Columbia University's Mailman School of Public Health*

Neil Boothby introduced the session:

Now we take stock of what do we know. A tipping point has been reached and we have the opportunity to systematise the field of child protection and to professionalise. There are many challenges: If other areas receive 60 per cent of the funding that is asked for through CAP, the consolidated UN process, and protection only receives 40 per cent; why is it so?

The goals of the Agency Learning Network are:

- To develop community protection programme knowledge;
- To foster organisational collaboration;
- To mobilise resources; and
- To promote evidence based policy and programming.

The structure of the network: Program learning groups (PLG) will work to improve quality at local level. At global level there is a technical support structure, secretariat at Columbia University and a Board of Advisors, comprised of senior members of the UN and NGOs.

Funding members are UNICEF, the International Save the Children Alliance (Sweden), IRC, CCF, PULIH, IDS, Women's Refugee Commission and Columbia University.

What will be different from today? Agencies will be employing methodologies to identify and understand child protection issues, good practice will be developed, there will be a more favorable policy environment for children in emergencies and a higher percentage of donor contributions allocated to proven good practices.

We now give birth to something and like if it were a new-born baby we are responsible for it, but it does not belong to us.

Alastair Ager gave some examples of methods that can be used to better understand the issues, methods that were going to be presented in the group's sessions that were the next item on the summit's agenda.

Best practices are emerging, Aister Ager added, but there are still areas of uncertainty and potential debate, such as application of a rights based approach and how to make interventions scalable.

## **Topic A: A simulation exercise**

*Mona Zaghroot, YMCA Rehabilitation Programme*

*Livia Iskandar, PULIH*

*Neil Boothby, Columbia University's Programme on Forced Migration and Health at the Mailman School of Public Health*

Neil Boothby started the session:

*"Good practices involve both availability of global standards and tools and the consistent application of these standards and tools to fit local realities, norms and expectations. The one size fits concept is ineffective and harmful."*

This approach is a technique for quickly and systematically gathering information from a community on the area of interest, such as how people prioritise their current needs, related to risk and resiliency.

Mona Zaghroot briefly presented the results of the use of this approach in the Occupied Palestinian Territories. Resilience and well-being where defined in interviews where children were asked to think of what it means to do well.

The children's answers highlighted the following issues: That the family is intact, to live in area free from incursions and attacks, to feel safe, the family has economic means to support the child's basic needs, parent's structure the child's time and the child gets good grades.

Livia Iskander had used the approach in Indonesia. In Aceh to do well meant: To be religious, go to the mosque, pray and follow the rules, to be obedient, well-behaved and not talk back to parents, to have good grades and school attendance and willingness to take care of parents in old age.

Neil Boothby noted that the mentioning of the word "obedient" might be a concern: What do our programmes cause? We teach children to ask questions.

The use of the same approach in Gulu, Uganda, gave the following answers regarding what it means for a child to do well: To be playful and socially active, to be interested in school and intelligent, to be happy, respectful and non-violent, to be hard-working and to be physically healthy.

A simulation exercise was then carried out. The participants were asked to think of a real NGO that is making a positive contribution in the field of child protection and what it is doing to make a positive contribution. Then they should write down four criteria for this positive contribution and rank them.

The answers were presented.

Imagine that you instead have 600 answers, Neil Boothby said. How do you sort them? The sorters are normally people from the community and the implementing NGO. You have to group the answers and agree on common themes. In the exercise we have just carried out some themes would be child focus, collaboration and advocacy.

Another exercise was carried out. The participants were asked to think of an NGO that is not doing well, write down four criteria and rank them. After the presentations some themes were identified: It is not cooperating with others, it is not involving children and it is top-down.

Out of the common themes indicators can be constructed and the material can be used as a baseline, Neil Boothby said. The approach is simple. Just make sure the sample is representative.

A question on whether the approach is realistic in the initial stages of an emergency was asked.

Neil Boothby answered: Our experience is that if there is access you can do it. If you have 80 interviews it is enough. I am not convinced this will take longer time and besides; how can you design a relevant programme with concepts that come from Geneva or Stockholm? The assessment can be made in connection with other practical activities, such as food distribution and medical services. To explain why we do it is not difficult. It is not for curiosity, we intend to carry out a programme.

## **Topic B: Beyond the Guesswork: Interagency Assessment in Emergencies**

*Brigitte de Lay, UNICEF*

*Eduardo Garcia Rolland, the International Rescue Committee*

*Mike Wessells, CCF and Programme on Forced Migration and Health at Columbia University's Mailman School of Public Health*

The discussion explored the needs for accurate, inter-agency child protection information early in an emergency. The sessions began with three brief presentations.

First, Brigitte de Lay gave an overview of the need for an inter-agency base of information early in a large-scale crisis and for attention to assets as well as deficits. She also outlined an inter-agency process of developing a rapid assessment tool and resource kit that was initiated by the Global Child Protection Working Group, which is a sub-group of the Protection Cluster.

Emphasising the importance of adapting the instrument to particular contexts, Eduardo Garcia Rolland gave an overview of the assessment tool and how it has been used in pilot tests in South Africa, Indonesia and Georgia.

Mike Wessells discussed briefly the Do No Harm issues that attend the collection of child protection information early in crisis situations.

The discussions that followed emphasized the importance of adapting the tool and resource kit to the context, supporting effective data analysis and management processes and ways of actually using the information as the first point in a stream of ongoing data collection for tracking children's well-being through the emergency into the transitional and long-term development phases.

### **Topic C: From incidents to incidence: The epidemiology of human rights**

*Sarah Lilley, Save the Children UK*

*Les Roberts, Programme on Forced Migration and Health at Columbia University's Mailman School of Public Health*

Sarah Lilley introduced the group session which dealt with Save the Children's experiences regarding data and evidence, the neighborhood methodology and ethical and future considerations:

For Save the Children to build on data and evidence is important in order to inform project and programme design based on a robust assessment of protection concerns and to focus on areas where the need is greatest. To generate evidence is important to raise public and political awareness on child protection concerns, to monitor and evaluate the change that programmes bring about for children, to target scarce resources effectively and to assume accountability.

Current approaches rely on: reported case data (incidents) but there is considerable under-reporting. The second method which is currently used is qualitative studies. They are essential because they establish whether a problem exists and provide understanding of the local context but they cannot estimate the scale of a problem.

An example of recent work of Save the Children is an investigation of the under-reporting of child sexual abuse and exploitation by aid workers and peacekeepers. The methods used were to study official UN statistics, focus group discussions with 341 children and adults in three countries and interviews with humanitarian professionals.

This way we were able to highlight that abuse exists and identify under-reporting, but we were not able to measure the scale of the problem. Consequently, we need something more.

*"Incidence data is required to understand the scale of the issues, which groups of children are most vulnerable and long term consequences. Incidence data also make it possible to monitor impact, which is something we really want to do."*

This is not a new issue for us but there have been challenges in measuring incidence. Our present methodologies are inadequate. How can we for example capture experiences of young children and contemporary incidents? Another challenge is that most of our staff are not survey experts. They cannot design a survey and are not skilled interviewers. How to make the methods appropriate for our personal? Surveys are resource intensive.

Concerning ethical considerations the “do no harm” principle should apply. It is also important to consider how to ensure safety and protection of children who participate in research.

Les Roberts briefly presented a survey on rape in San Francisco and another one on sexual activity in Zimbabwe. From their contradictory results he concluded that there are problems with intimate subject surveys. Another problem is that definitions may vary. Rape is for example not the same from one state to another in the US. Therefore, there are no national statistics. Disclosure issues, such as fear vis-à-vis perpetrators, may also distort the results.

As an alternative Les Roberts introduced the neighborhood method where you get women in a secure and comfortable place, ask them about neighbors and sisters – and about themselves. Through this method you get data on many women, you see the issues through three lenses and you get a true sample. Disadvantages with the method are ethical (participants are not asked) and that it requires an operational partner.

When this method was applied in refugee camps in Uganda 44 per cent reported domestic abuse in the past year, 27 per cent reported marital rape and four per cent reported rape by a stranger. Lessons from the study were:

- Women know about their neighbors.
- The women gave similar rates for selves, sisters and neighbors, with selves being slightly higher.
- Domestic violence and rape is not on the protection agenda or a dominant feature of qualitative results.

A similar study in Liberia confirmed the results from Uganda: Husbands and boyfriends are the lion’s share of the perpetrators. Another study in Ethiopia indicated that violence and sexual assaults were equally frequent in a refugee camp and among women in an Ethiopian town. In both locations about 40 per cent of the women had experienced physical violence. An unexpected consequence of the study was that follow-up interviews demonstrated that 16 of 79 interviewed women reported violence from a household member as a result of participating in the study. When a similar follow-up was made in Sri Lanka, there were no such adverse consequences.

A conclusion from the session was that whatever methodology is used it has to be adapted to the context.

## **Topic D: Building Livelihoods: The Economics of Child Protection**

*Dale Buscher, Women's Refugee Commission*

*Africano Kasingye, Save the Children in Uganda*

*Jeannine Carmichael, Academy for Educational Development*

The session started with an overview by Dale Buscher on the state of current livelihood interventions and why they often fail. He walked participants through why it is so important to get economic programming right, that is, because of the ever extending length of displacement and the growing numbers of displaced. He also reviewed what we do know about livelihood programs and what we can do to make them more effective.

Dale Buscher concluded by linking economic programming to child protection and discussed how historically we have made assumptions that increasing household income improved child protection but that there is actually very little evidence to support this.

Next, Jeannine Carmichael presented the Child Youth Economic Strengthening (CYES) Network as an online resource that would help to build the evidence base Buscher had alluded to. She informed participants of the CYES objectives and components and encouraged participants to use the web site and its many resources.

Lastly, Africano Kasingye presented on the work of Save the Children in Uganda. He covered the various economic programs being implemented to support child protection and the organization's learning to date. He discussed both what has worked and what has failed. The session concluded with questions and comments from participants about the kinds of indicators that need to be developed for measuring economic programs and about child work versus child labour.

## **Topic E: From Emergency Response to Systems Development**

*Katy Barnett, Save the Children*

*Rebeca Symington, UNICEF*

*Calister Mtalo, UNICEF, Afghanistan*

*Neil Boothby, Columbia University*

*Ron Pouwels, UNHCR*

Katy Barnett talked about child protection systems, based on her draft working paper "Child Protection Systems in Emergencies: a review of current thinking and experience".

The efforts to build or strengthen child protection systems can be easiest explained in contrast to an "issue-based approach". Until recently, many development and humanitarian agencies have organised their child protection work by identifying and

responding to priority threats facing children, such as recruitment and use of children by armed forces or groups, or sexual violence against children. The move towards a “systems approach” has gained momentum in development context, but thinking and guidance on how emergency responses should seek to build or strengthen child protection systems has yet to be developed. The ongoing call for a focus on child protection systems is driven by factors including dissatisfaction with the impact of fragmented approaches and concerns over undermining existing traditional or state protection mechanisms.

*“The child protection sector has yet to agree on a definition of a child protection system.”*

There are, however, several areas of apparent consensus on defining characteristics of child protection systems:

- There is a dynamic interplay between the components.
- They focus on prevention as well as response.
- They are based on a child rights framework.
- They are national in scope and necessitate government responsibility and ownership.
- They are needed and relevant in emergency and crisis situations.
- Their structure and composition respond to their context.

Some of the components of a child protection system are legal and policy frameworks, effective regulation and oversight, preventive and responsive services, coordination between government and non-government actors, knowledge and data, children’s participation and adequate funding.

There are, however, different patterns of emergencies; where there are no systems, where there is a functional state which is not providing protection, where there was a protection system that has been destroyed and needs to be rebuilt and where there is a good system but it needs support due to a national disaster for example.

Rebecca Symington said that in Uganda there has been a paradigm shift in the psycho-social support to underserved groups, such as people in refugee camps. Now work is focused on community based groups.

When the cluster approach was introduced there was a lot of change within the organisations and an extensive dialogue with the governments. Donors shifted to broader concepts and networking, there was an emphasis on building capacity and comprehensive training programmes were launched for national as well as international organisations. Now there is integrated approach and coordination, but is this a system? Integration with other systems, such as education, is work in progress.

Calister Mitalo talked about using education as a preventive measure in Afghanistan:

In 1999, only 3-6 per cent of girls were in schools and 40-60 per cent of boys. Since the fall of the Taliban, school enrolment has increased from 900,000 to 6 million children, but enrolment goes down steeply from grade four.



Child protection is a new concept in Afghanistan where there is insecurity, big capacity gaps, few female teachers and less than half of the schools have a proper building. Only 18 per cent of the females and 50 per cent of the men in the country can read.

UNICEF works to reduce disparity in relation to gender, ethnicity etc. With funding from Sweden and Norway, UNICEF tries to reach out to remote communities and establish community based schools. The schools are provided with learning and teaching materials, latrines and a wall in order for parents to allow girls to go to school. In-service training of teachers is arranged. UNICEF also supports the establishment of youth information and contact centres in order to engage young people positively and give them opportunities to learn important skills and gain knowledge. Female literacy centres is another innovation in UNICEF's work to promote literacy in Afghanistan.

Ways forward are to further strengthen partnerships for child protection, promote inclusive education interventions and continue with dialogue and contact.

Ron Pouwels explained why UNHCR started thinking about child protection:

We asked refugees about the services they received and we saw fragmented structures, a vertical approach and sometimes no strategy at all. We were also working in isolation and started to ask ourselves how we could link up with others.

With funding from the European Commission we started to develop a project. Phase 1 was to investigate what is existing on child protection. Phase 2 is a pilot-testing of frameworks on minimum interventions that have been developed. In phase 3, after piloting, we will go back to the same countries, look what has happened and organise regional workshops on what a child protection system should look like.

Among the lessons learned so far is that, for example in refugee status determinations, the governments should take over. We should only substitute in the beginning. Another lesson is that we often forget what happen outside the camps. Thereby we miss opportunities to link with existing systems. The link with development has also clearly come out; we need to improve these links.

Neil Boothby remarked that there is a large interest in systems. Many challenges remain, however. Now processes and frameworks are being developed, but what are we achieving? What has been the impact. What should for example a system for children without family support, look like? In Indonesia and Sri Lanka, after the tsunami, there were a lot of activities, documentation, tracing etc. Several thousands of kids were traced, but then people came with money, set up orphanages and some children ended up in institutions.

Jaap E Doek remarked that every country needs to set up a reporting system. There could be child help lines which are linked with existing services. When you move from emergency, you should also set up structures such as a child commission or an ombudsperson. They are often good at mobilising children and allowing them to have a say. In summary, the systems components that can be recommended are help lines and ombudspersons.

## **Topic F: Evidence-Based Management and Programming**

*Despina Constandinides, Palestinian Red Crescent Society*

*Gaelle Nizery, ECHO*

*Mike Wessells, CCF and Programme on Forced Migration and Health at  
Columbia University's Mailman School of Public Health*

*Alastair Ager, Programme on Forced Migration and Health at Columbia  
University's Mailman School of Public Health*

Alastair Ager opened the session:

We have to find the evidence and use it. When we collect new data, we have to make the most of it.

In an evaluation regarding reintegration of girls formerly abducted by armed groups in Sierra Leone we did a retrospective cohort evaluation and traced girls who had returned to their villages after the war. This was done in order to find out if they had achieved integration. These girls were compared with a sample from other communities that had not participated in interventions with similar activities. We found 68 17 to 25 years old girls who were formerly associated with armed or fighting forces and who had received at least one intervention. Four culturally significant indicators were chosen: Marriage, community involvement, bondo inclusion, drug cessation.

However, the project did not start immediately when the war ended. For example some girls had already married when it started. Therefore, we had to find matching girls from the two groups. We then found that the girls who had participated in the project were twice as likely to bondo and community integration and three times as likely to have stopped using drugs.

In Uganda, a school based programme funded by Save the Children, uses children's natural resilience to help them recover. The programme is implemented in 40 schools, there is a community service component and parents are involved. Eight schools that participated in the project were included in the evaluation and eight other schools served as a comparison. We used a participatory method to decide what makes a resilient child.

Then interviews with children were carried out. They were asked questions like "How do you feel?" and where they would put themselves in relation to different indicators. Also parents and teachers were interviewed. The main finding of the evaluation was that there was recovery: more so for children who had participated in the programme than for the control group. This was according to children, parents as well as teachers.

Despina Constandinides talked about a project in Palestine where a common method for the involved organisations to measure how interventions worked were developed: We interviewed teachers, parents and children about what is well-being to them. Then we had trainings on this method for all the organisations that were involved. Psycho-social workers were trained to use the method and we are all using the same questionnaires. When we did an inter-agency evaluation we could compare data. When

we reshape programmes we can develop common indicators and adjust our interventions based on them.

Many interventions that are not based on evidence work well. The problem is that they cannot be measured.

Advantages with joint evidence-based programming:

- It helps you to divide the pie, share the work and cover different needs.
- It builds the capacity of the agencies to better evaluate and monitor their interventions.
- It enables agencies to negotiate with donors and advocate for more appropriate funding.

Through the process we all learn something. We had done evaluations before, but this was the first time we did it with a comparison group. Now we could look for impact, not only outcome.

Gaelle Nizery pointed out that for ECHO it is important to establish whether programmes have achieved their objectives. Another objective of evaluations is to produce guidelines for improving the effectiveness of subsequent operations.

The study that was done in the OPT improved the psycho-social interventions. It defined a set of coherent and logical but yet flexible outcome indicators that were collectively adopted by stakeholders. It also enhanced coordination and active participation by stakeholders in the field in order to maximize efforts.

An added value of the study for other psycho-social activities, financed by ECHO is that it created an appraisal and evaluation model that can be adapted to other contexts. It also facilitates a streamlined approach to project appraisal, monitoring and evaluation at field level. Finally, to feed back information to communities facilitates their involvement in programming.

## **Identifying Key Learning Needs**

*Hirut Tefferi, Child and Family Support Services*

*Lynne Schaberg, USAID*

*Alastair Ager, Programme on Forced Migration and Health at Columbia University's Mailman School of Public Health*

Lynne Schaberg opened the discussion:

You need time to go to the field and collect data, do assessments etc. How fast can you reach large numbers of beneficiaries? Often we have funds; we have too much money and too little time. What I would like to ask is: How can we do effective programming?

One participant remarked that evidence based management and programming responds to gaps in our work. It is important to agree on certain things and then revise in accordance with what we have agreed on.

We are in the middle of the process, another participant said. I do not know if I want definitions and agreements. It is not the idea to get consensus on everything, but there are some interesting ideas, tools and definitions. We are heading in a good direction.

Alastair Ager encouraged the participants to consider what action they would like to see and put some ideas on paper. He then introduced the group work for the next day: Six groups will talk about their plans. There is one group for each of the six Global Technical Groups (GTGs). You now need to opt for first and second choice of group.

The six groups are:

- 1) Psychosocial well-being,
- 2) Economic strengthening and livelihoods,
- 3) Frameworks, systems and assessments,
- 4) Methods,
- 5) Early childhood care and development in emergencies and
- 6) Youth and political violence.

## Day 3, November 14<sup>th</sup>

### **Key Learning from Previous Day**

*Hirut Tefferi, Child and Family Support Services*

*Alastair Ager, Programme on Forced Migration and Health at Columbia University's Mailman School of Public Health*

Major themes from the previous day were summarised and Hirut Tefferi highlighted four further points for learning:

- To build the capacity of existing child protection systems.
- Levels of engagement of children, we did not see how children were involved yesterday.
- In a humanitarian context, how do we work with fragile states or non-state actors? We usefully do not exploit this and it might be a lost opportunity.
- How do we do longitudinal follow-up of children involved in armed conflict?

Based on the papers from the previous day Alastair Ager summarised where commitment is. The most frequent themes were: development of definitions and indicators, child protection systems, donor involvement, methodologies and evaluations (tooling ourselves up), enhanced sharing of information, involvement of children, youth and communities, CPC learning network practicalities and programme specific activities.

### **Act Locally, Learn Globally: Building Sustainable Networks**

*Irma Martam, PULIH, Indonesia*

*Despina Constandinides, Palestinian Red Crescent Society*

*Africano Kasingye, Save the Children in Uganda*

*Rev. Jacob Ogwok, Institute for Development Studies, Northern Uganda*

*Paul Kellner, Programme on Forced Migration and Health at Columbia University's Mailman School of Public Health*

Paul Kellner introduced the structure:

The Agency Learning Network on the Care and Protection of Children in Crisis-Affected Countries (CPC Learning Network) includes Global Technical Groups as well as Programme Learning Groups at the local level. There are six Global Technical Groups. Their aim is to catalyse on the ground learning and inform global practices and policies. Some possible activities of the Global Technical Groups are interagency evaluations, sharing of learning, training activities and workshops.

The Programme Learning Groups are interagency groups of NGOs, CBOs, academic partners and other stakeholders. They are intended to get culturally grounded

perspectives, identify and prioritise learning needs and provide a reflective space for child protection practitioners.

Programme Learning Groups are currently working in Indonesia, Palestine and Uganda.

Despina Constandinides introduced the group in Palestine:

*"We are very proud of the group. First we went through a process where we failed, we had meetings but no practical task. It made a great difference when we elaborated a plan of action. The fact that we developed in together made the member of the group feel more committed and they realised how the group could help them. Donors also understood the benefits."*

One thing we recognised is that when participants get excited and enthusiastic they want to do everything at once. This does not work but you have to let them try and be patient in the process. This helped us to start giving each task its time. The donors' push helped us to move forward. Finally, it was important that one person was responsible for reporting and giving feed-back. We get caught by the daily work so there needs to be someone from the outside who does this. The group members were offered some training. This was also important as it made us feel that we were taking something out of the group.

Africano Kasingye said that the Programme Learning Group in Uganda has only been working for two months. Children participate in the work and there has been input from cultural and religious leaders.

Regarding issues relating to the impact of the agency's work, a challenge has been to relate to the transition from emergency to development. A proposed intervention is to support children's and young people's groups to continue sharing and documenting experiences.

We also want to act as an interface between local NGOs, CBOs and international NGOs regarding approaches and practices, coordinate capacity building interventions, provide experience sharing with the Global Technical Groups and document best practices arising from child protection work.

Some issues on the agenda of the group are to use local child protection approaches to inform global approaches, to develop innovative projects that will enable members to learn (livelihood options for out of school children is one key issue).

Irma Martam talked about the child protection situation in Indonesia. The country is large and there are different problems in different parts of it. Aceh is still in a post-conflict and post-disaster situation. As many international actors have started to leave Aceh, local organisations are increasingly aware of the fact that they need to become independent. Other parts of the country are facing different problems. Indonesia has a child protection law from 2002, but the reality is not the same as what the law says.

*"Issues raised by local organisations are: How can we measure what we are doing? We need more coordination in order not to do the same thing."*

Especially regarding Aceh, an important issue is how to make the transition from emergency to development.

The Programme Learning Group is needed, it will sharpen the framework of all work we are doing. Distance learning will be attractive to us as many people can not leave their community but still want to learn. Therefore, to be linked to the distance learning programme will be a good option.

Rev Jacob Ogwok introduced the Institute for Development Studies in Uganda, which was established in 1981:

We want to make people remember without revenge. If we are to transform the society we need academic parameters as well as local ones.

The aim of Institute for Development Studies is to respond to development challenges. The institute offers distance learning for practitioners, promotes local knowledge and experiences. It is also working with outreach to build capacities among parents, teachers and children.

After these three examples from OPT, Indonesia and Uganda Paul Kellner said that the Global Child Protection Classroom aims at creating cross-disciplinary courses, through the use of teleconferencing and other modern technology.

### ***Planning a Learning Agenda for Strengthening Child Protection on the Ground***

(One group meeting for each of the six Global Technical Groups established by the CPC Learning Network.)

### ***Economic Strengthening, Livelihoods and Child Protection***

The session began with a presentation of the Economic Strengthening, Livelihoods and Child Protection Global Technical Group work plan. The group's vision, goals and proposed activities were presented. The two over-arching objectives were presented as:

1. Improve the quality and effectiveness of economic programmes; and
2. Ensure that economic programmes positively impact the well-being and protection of children.

Participants then gave input, ideas and feedback. Input included looking at youth's contributions to household economies and how to make sure it is dignified and does not interfere with school attendance, identifying which activities are more child protective in nature, how economic activities can strengthen communities and not just households, assessing DDR programmes with child soldiers and the role of building community cohesion on children's protection.

Participants also noted that economic programmes focused on women are often overtaken by men when they become successful and the importance of using the child as the unit of measurement; that is, soliciting their ideas for solutions and assessing the child-friendliness of all interventions.

### ***Early Childhood Care and Development in Emergencies***

This session on The Global Technical Group on Early Childhood Care and Development (ECCD) in Emergencies facilitates the global importance of ECCD issues, as well as calls for improved investments, policies and actions to support the survival and well-being of young children in emergencies. They further support the well-being of young children in emergencies through facilitating research, communicating knowledge, strengthening capacity, and advocating for child survival needs and development rights. Finally it facilitates partnerships among ECCD expert practitioners, researchers, and advocates. To learn more about the work of this group please visit:

<http://www.ecdgroup.com/emergencies.asp>

### ***Frameworks, Systems and Assessments***

There was wide interest in the draft workshop of this group, which sought to identify learning from a range of current initiatives and bring this together in a manner that supported the development of frameworks and tools for use in advocacy, programme development and evaluation. It was acknowledged that the child protection in emergencies field was wrestling with a number of complex issues around definition, including the specification of key indicators of child protection systems within the increasing focus on such work.

The workplan did not seek to duplicate or coordinate such deliberations, but rather connect to them and identify emerging learning from such debates. There was considerable support for the specific work proposed as part of the plan by Save the Children Sweden (with support from other members of the CPC Network) in the development of National Child Protection Index Reports.

These will summarise key protection risks and aspects of systems and response for a wide range of countries. Potential indicators for these reports were in the process of being identified, based upon pre-existing data whenever possible. It was acknowledged, however, that this work would need to draw on other aspects of the emerging CPC Network workplan with regards to the development of new methods for collection of information which is currently rarely identified. A number of other strands of potential work related to this group were outlined.

### ***Methods***

The Methods Working Group plan was presented.

The UN Office of the Secretary General felt that they were constrained in what was verified information and that the goals of the working group were not related to their



mandate and operations. The representative of the International Criminal Court (ICC) felt they operated with seminal constraints.

Thus, while few comments or objections to the work plan were raised, it seems the UN Secretary General's Office and the ICC will not be active members in the methods working group.

## **Psychosocial Well-Being**

This session provided an overview of the objectives, strategic vision and planned activities of the Global Technical Group (GTG) and it invited discussion with a diverse group of participants about how the GTG can help to systematise the field of psychosocial support for children affected by armed conflict, natural disasters and other humanitarian crises.

*"A central theme was that the field of psychosocial support for crisis-affected children lacks a solid foundation of evidence regarding which interventions are most effective and also about unintended consequences, including ones that violate the Do No Harm imperative."*

Participants viewed this situation as raising significant obstacles to the strengthening of practice through programme learning and improvement and as limiting humanitarian accountability. The participants welcomed the planned inter-agency, multi-context research on the outcomes of Child Friendly Spaces, school-based interventions and educational efforts to support children's positive coping.

Also, there was considerable enthusiasm for the planned efforts on strengthening the capacities of various agencies for conducting more systematic evaluations of psychosocial programmes.

Valuable suggestions were made about linkages between the work of this GTG and other efforts, how to avoid duplication of efforts in regard to items such as the planned website and how to enable the participation of different groups and individuals in the GTG.

## **Youth and Political Violence**

The Global Technical Group on Youth and Political Violence leader Brian Barber met with approximately one dozen individuals who had expressed particular interest in this group. Barber explained that the GTG was at the beginning stages of its formation. He indicated that the goal the GTG is to assemble a group of practitioners, researchers, and youth with experience with political violence with the express purpose of jointly designing new projects to enhance the evidence base on the impact of war and political violence and youth. Barber reviewed the common finding that most studies - including UNICEF's recent SWAY Project in Northern Uganda - make that most youth who experience and/or participate in political violence do not suffer severe social or psychological dysfunction. This finding challenges us to more precisely assess the impact of war on youth so that interventions can be effective and

efficient in understanding and targeting those youth who are in critical need of services, and in discerning the social, cultural, political, economic, and personal factors that contribute to and facilitate the hardness of most youth. In that the GTG will be composed of practitioners, researchers, and youth, its evidence-gathering initiatives will produce information directly salient to those on the ground - both the youth themselves and the practitioners that work with them. Attendees at the meeting were encouraged to advise and/or join the GTG in its early development and to recommend other potential participants. Learn more about Brian Barber's work at <http://youthviolence.tennessee.edu/>

## ***Joining the Conspiracy of Goodness***

***Neil Boothby, Programme on Forced Migration and Health, Columbia University's Mailman School of Public Health***

I have been working with these issues this for some time and now it has become possible to have this conversation. We have heroes, such as Mrs Machel, who succeeded in mobilising people. The study led by her was the tipping point. For example, UNICEF did not have a child protection department ten years ago.

The Network on the Care and Protection of Children in Crisis-Affected Countries is now born. It is out in the world, it belongs to you all – and it is in good hands.

Our commitment – the Stockholm Commitment to Child Protection - includes the establishment of a group to work together, based on evidence, to professionalise our activities, increase accountability and create a more favorable policy environment. Everyone is welcome to join. The network is an open shop. You are all welcome to involve in this conspiracy of goodness.

Sweden has a long commitment of exemplary work in this field. So thank you for your wonderful presence in the world Ministry for Foreign Affairs, Sida and Save the Children Sweden!

## ***Closing Remarks***

***Anders Pedersen, Chief of the Department of Empowerment at Sida***

You all came to Stockholm with clear objectives to improve the care and protection of children and bring the different groups together in order to make sure that we speak the same language. This is an excellent example to take with us to other areas.

Much of the objectives of the summit have been achieved, but it is always a challenge to make a difference, not only set up a talk show and deliver statements of the obvious but make a difference for people out there.

*“There are numerous challenges ahead of us but Sweden is committed, I can testify to that. We heard from Iraq and Liberia that political leaders there that are committed as well. This is important.”*

Sweden and other countries do not make a difference if there is no commitment there. Continuously we also have to work on the normative standards; interpret, make something out of them and make sure that something really happens. We have the framework but we also have to make countries fulfill their obligations.

This said, I repeat that there is still so much to be done. There will never be a finalised agenda. We recognise the value of a learning network. This takes us further but the challenge is to be at the cutting edge and provide a linking between knowing and bringing the knowledge into day to day operations.

Unfortunately there are not many donor representatives at this summit. Is it just coincidence or is there something in the structure that makes that link not being there? We are here but our friends in the donor community will also have to be part of learning network.

I make a connection back to Junibacken, where we met on the first evening. How do we make the voices of young people heard? We have to recognise that we need to recognise them as actors.

Which are the steps forward?

There are gaps in terms of the definitions we are using. We need better indicators. And we have to be able to present tangible results. We also need good examples and best practices.

I again acknowledge the importance of this event, for Sida and the Ministry for Foreign Affairs. Sida is presently going through a re-organisation. Countries in conflict and post-conflict situations are on top of the agenda and have received increased appropriations in the budget. Many of my colleagues have gathered knowledge from being present during these days. Thank you all of you! And a special thanks to the co-organisers.

Hirut Tefferi ended the summit and thanked all the participants for three intense and rewarding days.

## Conclusions

The Child Protection Action Summit was the first time that practitioners, policy-makers, donors, and academics, have gathered to specifically address child protection needs. From our discussions, it is clear that each of our individual roles must evolve to solidify linkages between research, programme responses, and the building of effective child protection systems; but we are assuredly up to the task. The Summit helped to create awareness and bridge gaps between child protection actors from around the world—and we are only now beginning to see the positive results. Participants from the summit are continuing to develop methodologies and mechanisms to ensure accurate understandings of the prevalence of key child protection issues, building relationships that foster learning across contexts, and assimilating early research findings to create evidence-based programs and policies.

Some of the key conclusions from this gathering are found in the list below. To build on the momentum of the Child Protection Action Summit, we can:

- Ensure the protection of all children in armed conflicts and natural disasters
- Strengthen the capacity of children and their families to protect themselves
- Channel resources through community mechanisms, or other nationally owned mechanisms
- Foster inter-country learning within the international community
- Make use of existing programme learning and research
- Improve the capacity to determine impact and report on results
- Establish a central space where research, documents and tools can be stored
- Increase long-term, predictable funding for child protection
- Increase the understanding of and the efforts to build sustainable national child protection systems
- Improve coordination between the various actors on the ground as well as on the global level
- Work towards mutually agreed concepts and terminology within the area of child protection

# Appendix

On the final day of the Child Protection Summit the Stockholm Commitment to Child Protection were presented by the CPC Learning Network. The commitment includes the establishment of a group to work together, based on evidence, to professionalise different actors activities, increase accountability and create a more favorable policy environment.

## **CPC Learning Network**

### **The Stockholm Commitment on Child Protection**

*Child Protection Action Summit*

**Stockholm, Sweden, 12-14 November 2008**

We, the founding members of the Care and Protection of Children Interagency Learning Network (CPC Learning Network), put forth and affirm our collective concern for the care, protection and well-being of children affected by armed conflicts, natural disasters, and other crisis situations:

**Recognizing** that the care and protection of children requires high standards of evidence regarding programme outcomes and impacts,

**Deeply concerned** that the current evidence base in the young field of child protection is weak and that accurate methods do not exist currently for counting accurately the numbers of children whose protection rights have been violated by actions such as recruitment or gender-based violence,

**Understanding** that the implementation of protections for children such as international human rights standards and relevant UN Security Council Resolutions require robust yet practical methodologies and a strong evidence base regarding child protection, and

**Asserting** our collective responsibility to build the evidence base in the field of child protection.

**We commit ourselves** over the next three years to:

- Establish a cadre of Southern and Northern partners who actively work together in the CPC Learning Network to improve evidence-based practice and policy in the field of child protection;
- Build a body of evidence-based good practice on community-based approaches to address the needs of children, women, and vulnerable people, thereby professionalizing and increasing the accountability of the young field of child protection and establishing the expectation that all child protection programmes will produce **meaningful** and **measurable** benefits for affected people;
- Create a more favorable policy environment for children in humanitarian crises, with a higher percentage of donor contributions allocated to initiatives based on proven practices.

## Speaker Biographies

Below is a list with a short biography and contact information, of those speakers and participants attending the Child Protection Action Summit in Stockholm.

**Alastair Ager** is Professor of Clinical Population and Family Health in the Mailman School of Public Health. He has worked in the field of international health and development for almost twenty years, after originally training in psychology. His current research and writing is focused in the areas of refugee mental health, psychosocial well-being and cultural resources, the planning and evaluation of health and social care programs, and the role of research in humanitarian and development assistance. He currently convenes the Assessments and Frameworks Global Technical Group for the CPC Learning Network and serves as the overall Chair of the Global Technical Groups. Email: [aa2468@columbia.edu](mailto:aa2468@columbia.edu)

**Brian K. Barber** is Founding Director at the Center for the Study of Youth and Political Violence and Professor of Child and Family Studies and Adjunct Professor of Psychology at the University of Tennessee. He is also Honorary Fellow, the University of Ulster, Northern Ireland, Technical Advisor to the World Health Organization and UNICEF, and past Resident Fellow at the Rockefeller Bellagio Italy Study Center. Dr. Barber researches adolescent development in a variety of nations and ethnic groups in Africa, Asia, the Balkans, Europe, the Middle East, and North and South America. He specializes in the study of adolescent development in contexts of political violence, with a particular focus on youth from the Gaza Strip and Bosnia. Dr. Barber convenes the Youth and Political Violence Global Technical Group for the CPC Learning Network. Email: [bbarber1@utk.edu](mailto:bbarber1@utk.edu)

**Katy Barnett** has ten years of experience as a humanitarian practitioner and policy maker working with a range of agencies including CARE, the International Federation of Red Cross and Red Crescent Societies, the Reach Out project on refugee protection and RedR. Most recently she has spent the last six years with Save the Children as a specialist in Child Protection in Emergencies. Her field experience includes extensive work in Colombia and the Caucasus, as well as shorter missions throughout Africa and Asia. Email: [k.barnett@savethechildren.org.uk](mailto:k.barnett@savethechildren.org.uk)

**Neil Boothby** is an internationally recognized expert and advocate for children affected by war and displacement. As a senior representative of UNICEF, UNHCR and Save the Children, he has worked for more than 20 years with children in crises in Africa, Asia, Latin America, and Eastern Europe. As director of the Program on Forced Migration and Health and Professor of Clinical Population and Family Health at the Mailman School, his research focuses on the psychosocial consequences of organized violence on children. Dr. Boothby serves as the principal investigator for the CPC Learning Network. Email: [nb2101@columbia.edu](mailto:nb2101@columbia.edu)

**Dale Buscher** is Director of Protection and supervises the Women's Refugee Commission's work on refugee livelihoods, displaced youth, gender, disabilities, and UN advocacy in New York. He has been working in the refugee assistance field since 1988 in a variety of capacities and in both field and headquarters locations. Mr. Buscher has worked closely with and as a consultant for UNHCR where he wrote a

field handbook entitled, Operational Protection in Camps and Settlements. He is currently the co-convener for the Livelihoods and Economic Strengthening Global Technical Group in the CPC Learning Network.

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**Gunilla Carlsson** is the Swedish Minister for International Development Cooperation. In 1995 she was elected to the European Parliament and served until 2002, when she was elected to the Riksdag for Stockholm. In 1999, she was elected vice chairman of the Moderate Party. She currently serves as the Minister for Development Cooperation and is deputy chairman of her party.

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**Jennine Carmichael** is STRIVE Program Officer at the Academy for Educational Development. Ms. Carmichael's work focuses on knowledge management and knowledge sharing between STRIVE partner organizations. She is also a moderator of the Children, Youth and Economic Strengthening Network and has seven years of experience in women-focused microfinance, including field experience in Eastern Europe, and holds an MA in Gender and Development from the University of Melbourne. Email: [jcarmichael@aed.org](mailto:jcarmichael@aed.org)

**Tonderai Chikuhwa** is Program Officer in the United Nations Office of the Special Representative of the Secretary-General for Children and Armed Conflict, and served also as Child Protection Adviser to the Special Representative of the Secretary-General for the United Nations Mission in Sierra Leone. In these capacities Mr. Chikuhwa has engaged in advocacy for children affected by armed conflict and has designed and implemented of programmatic interventions for children in conflict and post-conflict situations. Email: [chikuhwa@un.org](mailto:chikuhwa@un.org)

**Isabelle Combes** heads a team in the Policy and Coordination Unit at ECHO, which is responsible for developing sector policies. Ms. Combes background is founded in development economics and international relations. She has worked for 8 years in External Relations at the EC and for 3 years in the Humanitarian Aid Department, DG ECHO. Email: [isabelle.combes@ec.europa.eu](mailto:isabelle.combes@ec.europa.eu)

**Arnaud Conchon** is the Emergency Specialist for Early Childhood Development at UNICEF. He has been working internationally in emergency environments for over ten years in Kosovo, Comoros, Afghanistan, Iraq, and Tsunami affected areas. His primary area of expertise is Early Childhood Development in emergency and in post conflict situations. Mr. Conchon is currently the co-convener for the Early Childhood Care and Development Global Technical Group within the CPC Learning Network. Email: [aconchon@unicef.org](mailto:aconchon@unicef.org)

**Despina Constandinides** is a psychologist who has been working in Palestine for 10 years. Her clinical work has included individual counseling, supervision and training of psychosocial field workers, and evaluations of psychosocial programs throughout Palestine. She also works in strategic planning and program development and implementation at the Palestine Red Crescent Society, where she is currently Deputy Director of the Psychosocial Department. Email: [mh4@palestinercs.org](mailto:mh4@palestinercs.org)



**Elisabeth Dahlin** is Secretary General of Save the Children Sweden, the largest child rights organization in Sweden. Prior to joining save the Children Sweden she served as Director and Ambassador for the Swedish Ministry for Foreign Affairs, for the last 3 years in charge of the Partnership for Global Responsibility, focusing on Business and Human Rights. She was in charge of developing the MoU on CSR with China as well the Child Rights Center in Beijing. In the early 2000's she served as deputy director general of the National Board of Trade, and did among other things publish reports on the effects of the WTO for developing countries as well as setting up a structure to solve technical obstacles to trade for developing countries. She has served in the Swedish Mission to the UN, The Swedish Embassies in Zambia, Brazil and Vietnam. As a youth leader she served for four years as Secretary General of the National Council of Swedish Youth and was at the same time responsible for Human Rights Training of young Europeans at the Council of Europe.

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**Brigette De Lay** is a Child Protection Specialist for UNICEF. She is currently working as UNICEF's focal point for child protection within the IASC Global Protection Cluster Working Group. She is a founding member and coordinator of the Global Child Protection Working Group under the protection cluster and is involved in a number of interagency initiatives. Prior to joining UNICEF, Ms. De Lay worked as a child protection consultant and NGO project manager in both emergency and development settings, including Rwanda, Mauritania, Mali, *Zambia*, Thailand and the US. Ms. De Lay is certified in Child Law and specializes in international social work.

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**Jaap E. Doek** is emeritus professor of Law at the Vrije Universiteit in Amsterdam. He served as Dean of the Law Faculty at the Vrije Universiteit from 1988 to 1992. From 1998 to 2003 he was professor of Juvenile law at the University of Leiden. Currently he is a deputy justice in the Court of Appeal of Amsterdam and he has been a juvenile court judge in the district court of Alkmaar and the Hague. He has been a member of the UN Committee on the Rights of the Child (CRC) and a chairperson of that Committee. He is currently advises the Special Representative of the Secretary General of the UN on Children and Armed Conflict, the regional office of UNICEF for East and Southern Africa, a number of UNICEF country offices and some governments of States Parties to the CRC. Email: [jaapedoek@cs.com](mailto:jaapedoek@cs.com)

**Marika Fahlén** is Ambassador and Special Envoy at the Ministry for Foreign Affairs in Stockholm focusing on peace and security in the Horn of Africa. She joined the Ministry in 1974 and served as Ambassador for Humanitarian Affairs in the mid 1990s. During this assignment she worked on Children in armed conflict. For more than ten years, Ms. Fahlén has also held positions in UNHCR, UNDP and UNAIDS. She was the first Chair of the CERF (UN Central Emergency Response Fund) Advisory Group and remains engaged in humanitarian policy and operational challenges, including children in armed conflicts. She is on the ICRC Editorial Advisory Board for the International review.

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**Eduardo Garcia Rolland** is a lawyer who began his career in humanitarian aid in Peru and then in Burundi where he worked in collaboration with the Jesuit Refugee Services (JRS). He then served for two years in the Balkans, first as director of the

Spanish NGO Movement for Peace (MPDL) and then in Kosovo as head of office for the IRC in charge of programs dealing with displacement caused by the 1999 bombing and reconstruction. He worked in Sierra Leone at the late stages of the war with the IRC, leading an operation serving Liberian refugees and Sierra Leonean displaced. In 2003 Rolland became Deputy Country Director for IMC-Sierra Leone. His positions in the area of human rights and management include Coordinator for OXFAM in Chad, Consultant with Human Rights Watch in Cote d'Ivoire and Chad/Darfur, and as UNICEF staff in Sri Lanka.

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