

Iraq Child Protection Sub-Cluster

Standardized Indicator Guidance for 3RP 2021

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CPSC Coordination Team, Iraq
February, 2021

DEFINITIONS

01. Specialized services refer to those services that require knowledge or skills and are usually undertaken by someone with qualifications to provide the particular service, including child protection case management, legal services and services for UASC for which there are specific indicators.

This includes and is not limited to;

- Health/medical services - Includes assessment of the child's health and medical needs and any treatment provided.
 - Physical disability services - Support and assistance specifically for the child's physical disability.
 - Intellectual disability services - Support and assistance specifically for the child's intellectual disability.
 - Assistance with immigration services - Support or assistance provided through liaising with government departments or other assistance regarding immigration issues.
 - Education services - Support and assistance from the education sector to reintegrate out of school children.
 - Other specialized services including: food assistance; water assistance; cash transfer assistance etc.
- a. **Child protection case management:** The process of helping individual children and families through direct social-work type support and information management. It is a way of organizing and carrying out work to address an individual child's (and their family's) need in an appropriate, systematic and timely manner, through direct support and/or referrals, and in accordance with a project or program's objectives.
 - b. **Case Management for UASC** includes: family tracing and reunification, placement in emergency alternative care (kinship care, informal foster care, monitoring of group living arrangement).
 - c. **Child Protection legal services:** Legal assistance may include representation of the beneficiary before a court or administrative body (e.g. MoDM); assistance with preparing legal documents, contracts or applications; informal dispute resolution; provision of legal advice or counseling, etc. These services should be provided by licensed legal professionals. Issues covered under CP legal service may include: juvenile detention, custody and/or guardianship determination,

- 02. Unaccompanied children**¹ (also called unaccompanied minors) are children who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so.
- 03. Separated children** are those separated from both parents, or from their previous legal or customary primary care-giver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members.
- 04. Parenting programs:** structured training sessions for parents with the main goals of increasing the knowledge, skills, and confidence of parents and reducing the prevalence of emotional, and behavioral problems in children and adolescents using positive discipline methods.
- 05. Psychosocial support services:** These efforts include culturally and age appropriate, safe, structured and stimulating activities to develop life skills and coping mechanisms, and support resiliency. These activities strengthen the ability of community members to support their children, families and neighbors by disseminating key messages on how to cope with emergency situations through a variety of channels including the media, community-based organizations, existing community structures and youth groups.
- 06. Child Protection community-based structure:** is a network or group of individuals at community level who work in coordinated way toward child protection goals. These mechanisms can be internal or externally initiated and supported. These can include child protection committees, children and adolescent's clubs, peer-to-peer groups, mother-to-mother groups, men's committees, women's committee, parent's groups, etc.
- 07. Family-based Psychosocial Support** – Psychosocial support activities have been adapted for delivery at the household level through the development and distribution of the PSS and Education kit to reduce stress and anxiety which may be experienced by children and their caregivers due to COVID-19. The kits have been developed for three age groups 0-6 years, 7-13 years and 14-17 years.

¹ inter-agency Guiding Principles on Unaccompanied and Separated children, ICRC, IRC, Save the Children, UNHCR, UNICEF, World Vision - 20

INTRODUCTION

The purpose of this document is to provide guidance and ensure a common understanding among Child Protection Sub-Cluster partners on Regional Refugee and Resilience Plan (3RP) related indicators to support harmonized programming, project development, correct data collection and subsequent reporting against the corresponding standardized indicators. It provides a descriptive methodology on how to report achievements against 2021 indicators related to activities aligned to the 2021 3RP strategy for Child Protection.

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Component	Activities	Suggested Indicators	Indicator definition & rationale for use
<p>4.1: Community-based child protection and psychosocial support interventions are available for girls and boys affected by the Syria crisis in targeted locations</p>	<p>Girls and boys participating in structured and sustained psychosocial support programmes/sessions</p>	<p># of girls participating in structured and sustained psychosocial support programmes</p>	<p>Record the number of girls / boys that are participating in structured and sustained psychosocial support programmes.</p> <p>Psychosocial support programmes include all interventions that fall within the 3 domains of child wellbeing: skills and knowledge, emotional wellbeing and social wellbeing (as per IASC Guidelines). Child protection programmes may include structured group sessions that address elements of self-protection, safety, prevention, child rights. Structured programmes include activities that are age, culturally and gender appropriate and scheduled with clear aim and purposes with adequate supervision.</p> <p>Sustained programmes refer to</p> <p>a) ongoing programmes and</p> <p>b) a child’s regular attendance over a specific period of time, (minimum 1 time per week over 3 months).</p> <p>Since 2018, in consultation with all partners, has identified following two modules as effective curriculum. Partners who do not have existing structured PSS modules are encouraged to use them.</p> <p>01. Child and Youth Resilience Programme, by SCI</p> <p>02. DEALS by War Child UK</p> <p>All programmes should include both child protection and psychosocial elements, although the focus may vary according to the specific needs of the group. The activities may include resilience/life skills workshops, regular sessions on relaxation techniques, regular structured recreational activities.</p> <p>The activities do NOT include a one-day sport game activity or entertainment parties.</p> <p>Calculating the participation: in the beginning of the year, start fresh, regardless if these children are registered last year or not, start count from 0. record only newly registered children and those new children who has attended at least 4 times in a month. Only NEWLY attending children in the next month.</p>
		<p># of boys participating in structured and sustained psychosocial support programmes</p>	

		# of girls received 0-6 Family Based PSS & learning Kit accompanied by F2F/remote sessions	<p>Family Based PSS Kits are distributed when humanitarian actors cannot access the targeted communities or when group gathering is not possible as results of COVID-19 or other disease outbreak precautionary measures.</p> <p>Record the number of girls and boys received family based PSS Kits distributed at the HH level which should be complemented by one-on-one session with the child and the caregiver based on the age of the child. 1 PSS and Learning Kit distributed + F2F/remote session = 1 child. (a child must receive at least 4 F2F/remote sessions in a month to be counted as a beneficiary).</p> <p>The F2F/remote sessions should be dedicated for going through the activities and stories listed in the PSS Kit.</p>
		# of boys received 0-6 Family Based PSS & learning Kit accompanied by F2F/remote sessions	
		# of girls received 7-13 Family Based PSS and Learning Kit accompanied by F2F/remote sessions	
		# of boys received 7-13 Family Based PSS and Learning Kit accompanied by F2F/remote sessions	
		# of girls received 14-17 Family Based PSS and Learning Kit accompanied by F2F/remote sessions	
		# of boys received 14-17 Family Based PSS and Learning Kit accompanied by F2F/remote sessions	
Caregivers participating in parenting programmes	# of men participating in parenting programmes	<p>Record the number of caregivers who participate in structured parenting program. The program should have clear learning objectives with structured training contents. Among the existing parenting modules, Child resilience parents module (4 sessions), Adolescent girls toolkit parenting module (8 sessions) and parenting skills module in Safe Healing Learning Space programme by IRC has structured parenting programs.</p> <p>NB: Record the number of caregivers who are newly registered their names and attending the program. This should be reported only once</p>	
	# of women participating in parenting programmes		

			when a new caregiver/parent joined in the programme.
Specialized child protection services for girls and boys affected by the Syria crisis are available in targeted locations.	Girls and boys at risk supported with child protection specialized services	# of boys with protection needs identified and referred to specialized services	Record number of girls / boys who are referred to another organization to receive specialized services – this includes child protection case management not provided by the reporting NGO. This indicator is for CP partners not providing case management services or any other specialized service. If your organization does not implement all the steps of Case Management but simply identifying the cases and refer to other organizations, please report under this indicator.
		# of girls with protection needs identified and referred to specialized services	Report a child under this indicator only after your organization has identified the appropriate specialized service provider and you have confirmed that the child and/or his/her family is linked with the specialized service provider. Even if a child received more than one child protection specialized service, count the number of the child, not the number of services the child received.
		# boys receiving specialized services type case management	Record number of girls / boys who have been enrolled for case management services. If your organization offer full case management services, please do not report the case to the above “identify and refer” indicator.
		# of girls receiving specialized services type case management	This indicator DOES NOT INCLUDE: a) UASC children who have been identified, or reunified, or in family placement, or in alternative care or supported within the community; b) Legal assistance
		# boys receiving specialized services type CP Legal assistance	Record number of girls / boys who received child protection legal aid (e.g. support to children in detention and in contact with the law, custodian/ guardianship determination) and number of children who were supported to obtain or recover birth certificate and other civil documentations (national ID /Personal ID) by your organization. If multiple members of one family received assistance, then count each individual with the breakdown by age and sex. Legal assistance may include representation of the beneficiary before a court or administrative body (e.g. MoDM); assistance with preparing contracts or applications; informal dispute resolution; provision of legal advice or counseling).
		# girls receiving specialized services type CP Legal assistance	Report under this indicator ONLY if the legal services provided are funded through a child protection project, otherwise report under the general

			<p>protection indicator for legal assistance. Record only new children who has provided this service. Referral to service providers is NOT considered.</p>
		# of boys receiving specialized services type UASC	<p>Record the confirmed number of unaccompanied and separated children who have been enrolled into case management service provided by your organization or any other specialized services like safe houses, interim care, emergency shelter etc</p> <p>Do not report if your organization identified the UASC but referred to the case management organization for their tracing and alternative care. Instead, you can report under “identified and referred to specialized services”.</p> <p>Organizations who report under this indicator should use Inter-Agency UASC forms and database, and able to provide the list of cases to validate the number</p>
		# of girls receiving specialized services type UASC	
4.3: Increased capacity of existing child protection systems and strengthened policy and legal framework for child protection	Capacity building of government CP workforce in Child protection, case management	# of men government workers trained on CP approaches (social work force, teachers, MoE staff, police etc)	Record the number of government staff reached through structured professional development/capacity building initiatives that aim to improve child protection responses.
		# of women government workers trained on CP approaches (social work force, teachers, MoE staff, police etc)	Government actors include: social workers in MOLSA/DoS, police, Juvenile Justice officers, and government lawyers. Structured programmes include a curriculum and/or session activity plans.
		# of men government workers received coaching on core CP activities	Record the number of government workers who received coaching on CP approaches (Case Management, PSS, Parenting, Community based approach to CP).
		# of women government workers received coaching on core CP activities	Coaching is a form of development in which an experienced person, called a coach, supports a learner or client in achieving a specific professional goal by providing on the job training and technical guidance. While a training, can be conducted during defined period of time, and often done in a group. Coaching is encouraged to have one-on-one coaching session at least once in a week , half a day session with each learner (which means 1 coach can have 5-8 learners at any given time) The same learners can be attending the training sessions mentioned above, and partners can report the same beneficiaries for both training and coaching.
	Capacity building of non-government actors and	# of men CP worker trained on CP approaches	Record the number of Child Protection workers reached through structured professional development/capacity building initiatives that aim to improve child protection responses. Child Protection workers include: CP officers and

community members on child protection	# of women CP worker trained on CP approaches	managers, case workers, lawyers, psychosocial counselors, facilitators of National and International NGOs.
	# of boy community members trained on CP approaches	<p>The indicator captures the number of members of the community-based child protection structures that have been trained on child protection approaches during the reporting period. Members of community structures may include child protection committees, children and adolescent clubs, peer-to-peer groups.</p> <p>NB: Report ONLY the number of members of groups/structures trained. Report on this indicator once if the same group(s) continue to receive subsequent training, regardless of the number of trainings the same structures may receive. If new members are recruited or participate over the course of the project, these new members should be counted once after they are trained for the first time. Types of the training include child protection.</p> <p>Type of trainings include: any training related to child protection/ child rights/ child development or organizational development to develop community-based structures. It should have clear learning objectives, and follow-ups to ensure the group is able to put learning into practice.</p>
	# of girl community members trained on CP approaches	
	# of men community members trained on CP approaches	
	# of women community members trained on CP approaches	
Community based structures supported to be part of child protection system	# of community-based child protection structures established or supported	

			Type of Supports can include: providing trainings, providing materials and keeping them engaged to facilitate your agency's CP activities implementation in the communities
	Conduct awareness raising activities on CP issues	# of girls / boys / women / men participating in awareness raising activities on CP issues & COVID-19 preventive measures	Record the number of girls / boys / women / men that your organization has reached through Child Protection awareness raising activities (including community events related with CP, face to face or remote awareness sessions). Count only face to face/ and group awareness raising. Do not count radio messages/ leaflet distributions. Awareness raising activities are typically 1-2 hour session or event conducted F2F and/or remotely. This can include community theatre, thematic speeches organized by community leader or religious leaders, children's day celebration etc.

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