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# Evaluating a multi-pronged CP programme *to strengthen the protective environment for children in fragile contexts*



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# SPEAKERS



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# AGENDA

1. An ecological-resilience approach to child protection
2. Action learning project contexts
3. Adaptive Programming in both contexts
4. Evaluation findings, reflections and lessons learned from both sites
5. Conclusions
6. Questions/discussion

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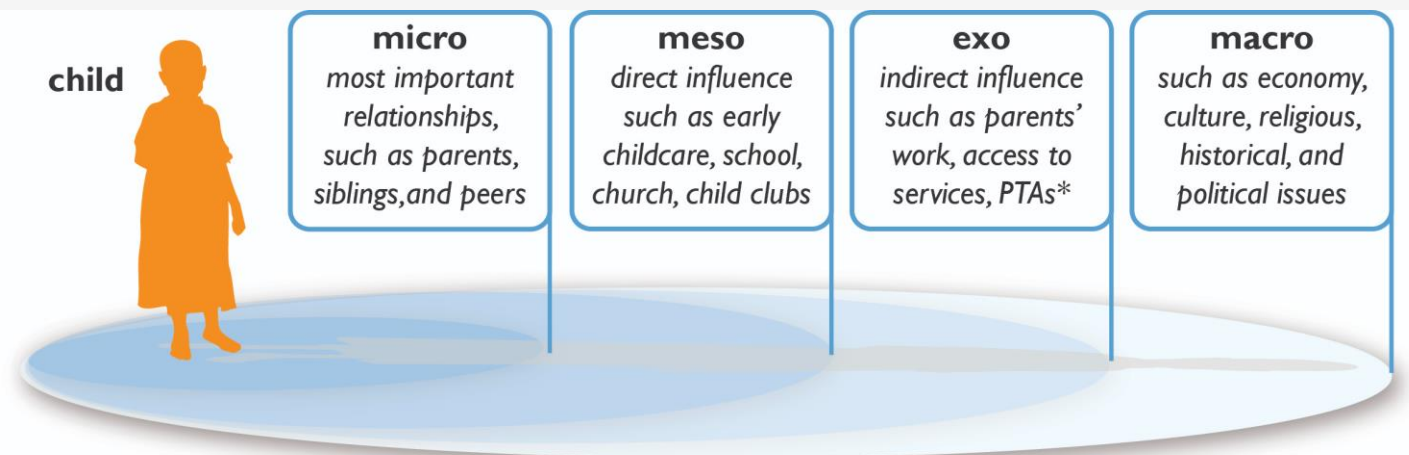


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# World Vision's approach to child protection

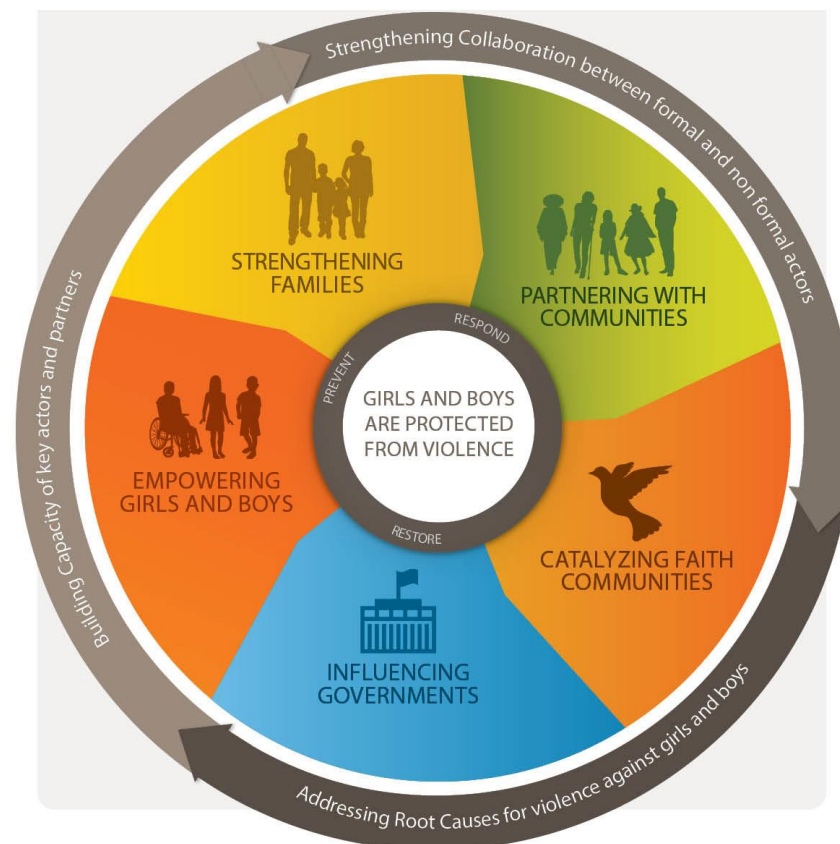
## Ecology of the child / Protective environment



\*Parent-Teacher Associations

WV's definition of fragility: "In fragile contexts, children suffer extreme levels of **violence, exploitation, abuse, and neglect**. These are called 'fragile contexts' because political and social pressure make them **vulnerable to conflict** and have **fractured the institutions that should protect children**. Fragility can cover many nations or only a few neighbourhoods, and can change rapidly."

## Systems approach





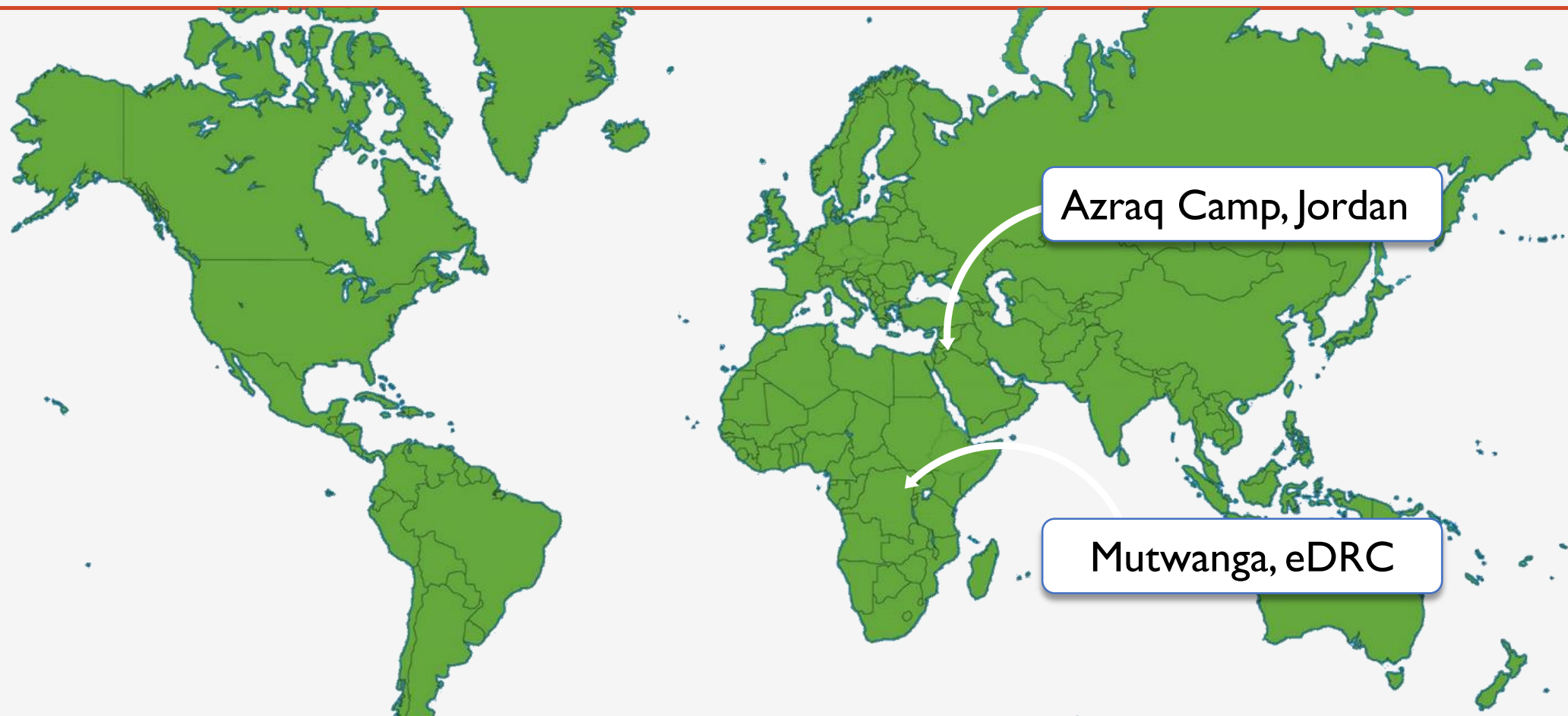
# Child protection programming in fragile contexts

## Our Research Questions:

- How can we take a **systems approach** to child protection programming in fragile contexts?
- What are the **child protection interventions** that can be used for each domain of change, across fragile context variability?
- **Are they adaptable?** Are they feasible (cost, technical and human resources)?



# Action learning contexts



# Context in eastern DRC

- Internally displaced seek safety in MUTWANGA Health Zone from surrounding villages due to the army group activism.
- During the project's lifetime, the zone was affected by Ebola outbreak, COVID-19, and flooding.
- However, the context has significantly deteriorated since December 2020 due to the repetitive army attacks causing displacement from Mutwanga to other locations.



# Context in Jordan, Azraq Camp

- Azraq is home to 36,874 Syrian refugees,. 61.50% are children
- Children are exposed to physical, emotional and sexual abuse
- High levels of child neglect by family members
- High number of children exposed to child labour and increasing numbers of child marriage
- High levels of psychological distress



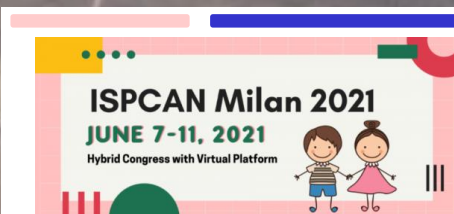
# Adaptive programming



- Evidence-based interventions and context analysis
- Scenario planning
- Adaptation of intervention design
- Adaptive mindset/management

# Examples of scenario planning and adaptations in DRC

- This approach enabled the programme to address both root causes of violence as well as immediate and direct protection risks
- Adaptations of existing interventions in response to Ebola and COVID-19
- Adaptive management and flexibility to add CPHA interventions when needed, such as during attacks and following natural disaster



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# Intervention and Design – Jordan, Azraq Camp

- **PSS Support** for children with **Activity Catalogue Model**;
- **Life skills** and **peace building** for adolescents with **Peace Road Model**;
- **Comprehensive Life Skills** to YP with **IMPACT+** (Adaptation Example)
- PSS through Expressive Art for Adolescents with **First Aid Arts Resilience Program** (Integrated Adaptation Example)
- **PSS Support for parents** (Adaptation Example)
- **Positive parenting** skills
- Establishing and Supporting the **CP&A groups** to address **CP issues**.

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# Examples of scenario planning and adaptations in Jordan

- The Outreach Unit
- PSS for Parents
- CP&A Group role in referral mechanism
- First Aid Arts – Resilience Program for adolescents
- Running of parallel cycles
- COVID 19 Scenario Planning
- Introducing Impact+ for YP
- Team Adaptive Management/Mindset

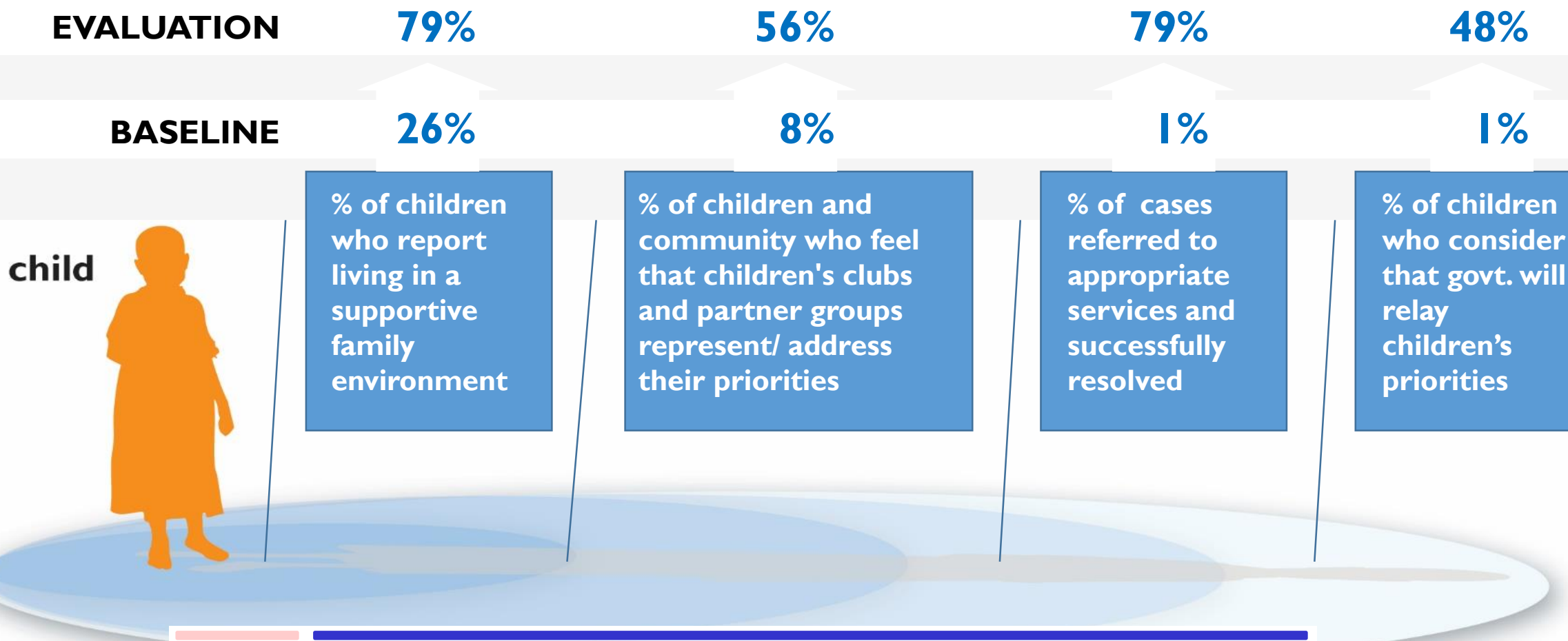




# Evidence, impact, and learning



# Mutwanga Zone, Eastern DRC evaluation



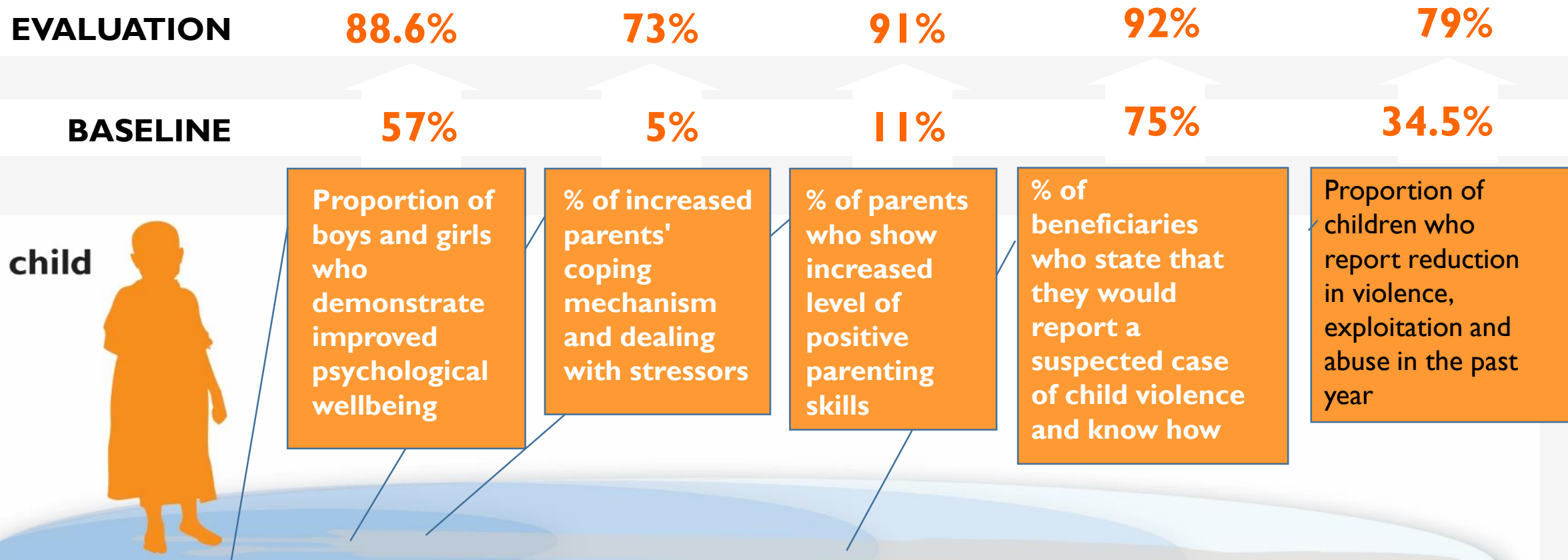


# Azraq camp, Jordan evaluation

HIERARCHY	OBJECTIVE	INDICATOR	BASELINE	END LINE
Overall Objective	<b>Improved child protection outcomes for Syrian refugee children through equitable access to quality child protection and peace-building interventions.</b>			
Specific Objective - Outcome 1	Increased access to quality child protection, <b>psychosocial support and peace-building activities</b> in Azraq Camp	Proportion of boys and girls attending the WV Peace Center who demonstrate improved psychological wellbeing	57%	88.60%
		Proportion of boys and girls attending the WV Peace Center who demonstrate improved Peace Building and Life Skills	10%	95%
		Proportion of children who report living reduction in violence, exploitation and abuse in the past year	34.50%	79%
Specific Objective - Outcome 2	<b>Parents/caregivers competencies and well-being is strengthened</b> to support learning about child protection and peace-building.	% of parents who show increased level of positive parenting skills.	11%	91%
		% of increased parents' coping mechanism and dealing with stressors	5.00%	73%
		Proportion of children who have a strong connection with their parents or caregivers	22%	98%
Specific Objective - Outcome 3	<b>Community-based networks functioning</b> to support holistic child protection and peace-building needs	Proportion of targeted beneficiaries attending WV Center who state that they would report a suspected case of child violence and know how to do so	75%	92%



# Azraq camp, Jordan evaluation





# Reflections/lessons learned

- Humanitarian, development, and peacebuilding needs in fragile states and protracted crises are interlinked.
- A systems approach helps to address simultaneous immediate survival needs for targeted vulnerable children and at the same time address the systemic root causes of the vulnerability.
- The pilot was a context-driven programme and was a good example of how adaptive management can be used to address periods of lull or resurgence in violence or rapid context change.
- This approach asks staff to take on multiple skills sets and to work with a more flexible attitude, which is nurturing a culture of strategic planning and implementation.
- Adaptation process have equipped CP front-liners with the tools needed to guide their contextual experience for more meaningful and relevant interventions

# Reflections: Challenges and implications



- Relevance of child protection systems ecological approach
- Adaptive capabilities and mindset
- Core components of interventions
- Monitoring and evaluation
- Donor flexibility



# Questions?

<https://www.wvi.org/child-protection/ispcan>

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