



Save the Children
100 YEARS

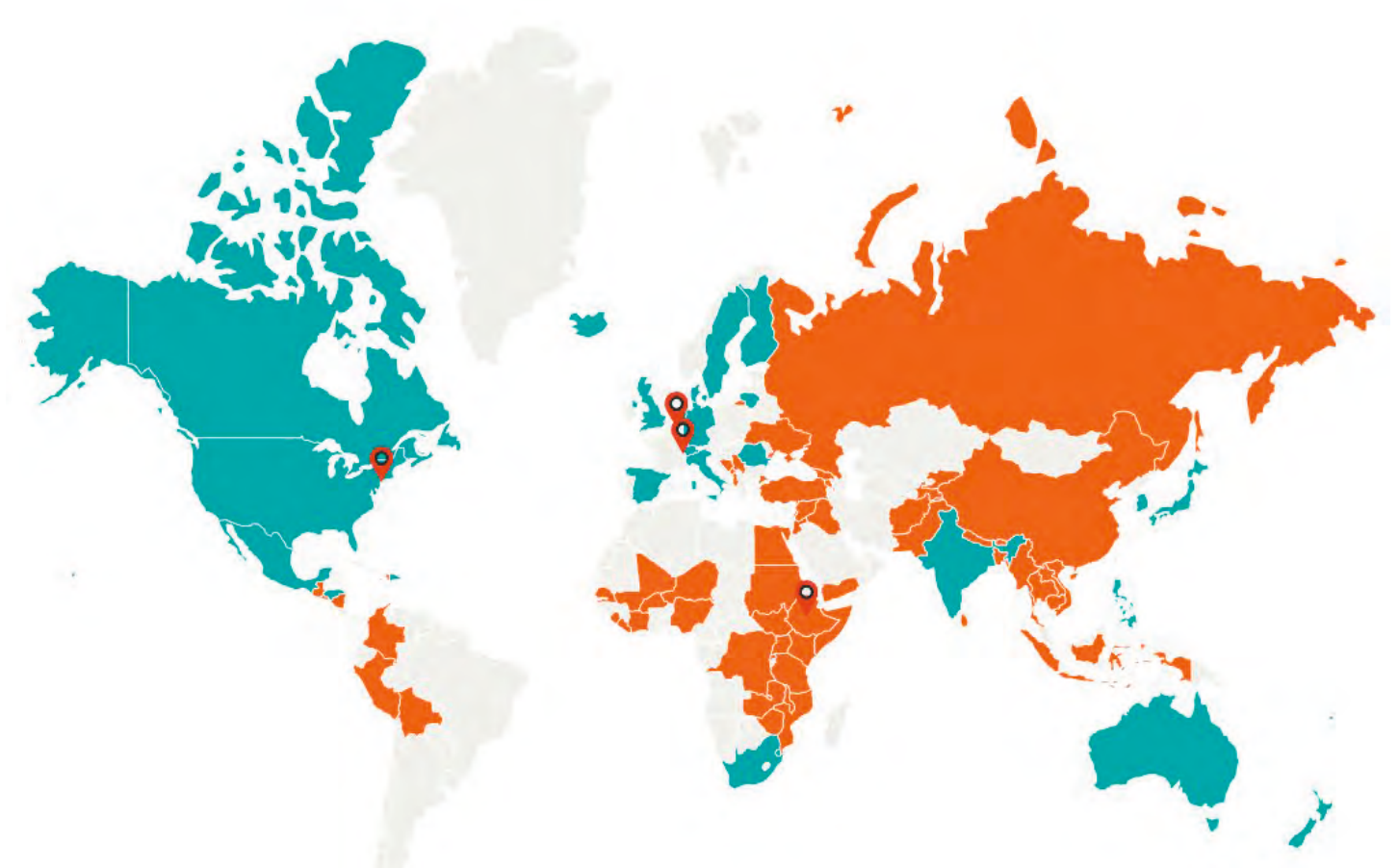
UKRAINE COUNTRY STRATEGIC PLAN (2019-2021)

Save the Children works in more than 120 countries.

We save children's lives.

We fight for their rights.

We help them fulfil their potential.



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MISSION AND VISION

Our vision: A world in which every child attains the right to survival, protection, development and participation.

Our mission: To inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives.

Save the Children's Global Ambition 2030: All children survive, learn and are protected.

Our values

- **Accountability:** We take personal responsibility for using our resources efficiently, achieving measurable results, and being accountable to supporters, partners and, most of all, children.
- **Ambition:** We are demanding of ourselves and our colleagues, set high goals and are committed to improving the quality of everything we do for children.
- **Collaboration:** We respect and value each other, thrive on our diversity, and work with partners to leverage our global strength in making a difference for children.
- **Creativity:** We are open to new ideas, embrace change, and take disciplined risks to develop sustainable solutions for and with children.
- **Integrity:** We aspire to live to the highest standards of personal honesty and behaviour; we never compromise our reputation and always act in the best interests of children.

Safe for children

Children who come into contact with Save the Children as a result of our activities must be safeguarded to the maximum possible extent from deliberate or inadvertent actions and failings that place them at risk of child abuse, sexual exploitation, injury and any other harm. Save the Children's Child Safeguarding Policy applies to all: staff, whether national, international, full time, part time or engaged on short-term contracts, e.g. consultants, researchers, contractors, etc.

Contact details

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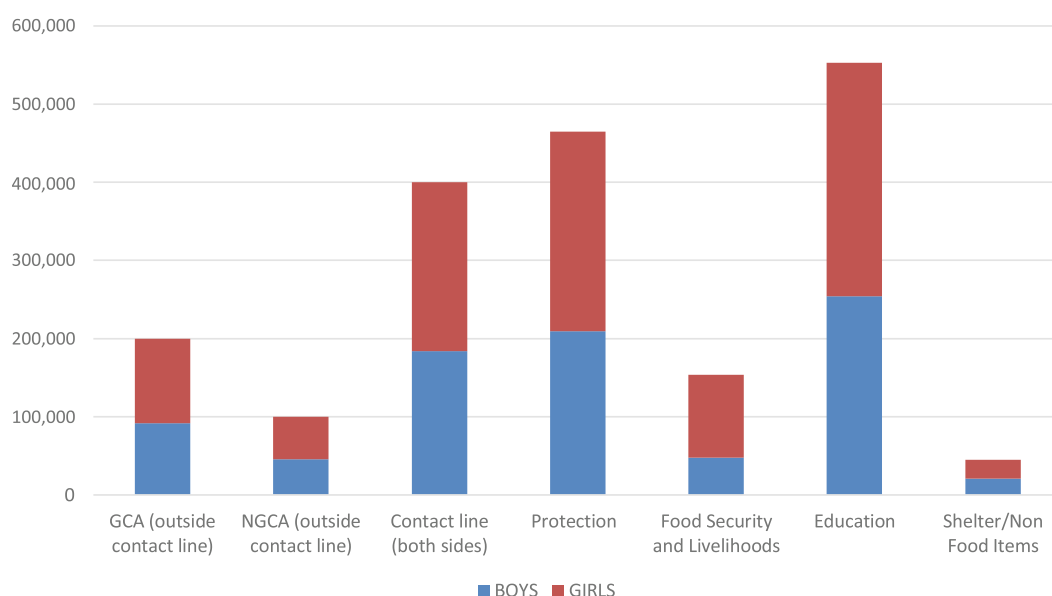
Facebook: <https://www.facebook.com/savethechildrenresponseinukraine/>

Website: <https://ukraine.savethechildren.net/>

Twitter: <https://twitter.com/SCIUkraine>

UKRAINE AT A GLANCE

2.1 Children in need of humanitarian assistance in Eastern Ukraine



	Children	Boys	Girls
GCA (outside contact line)	200,000	92,000	108,000
NGCA (outside contact line)	100,000	46,000	54,000
Contact line (both sides)	400,000	184,000	216,000
Total	700,000	322,000	378,000
Protection	465,000	209,250	255,750
Food Security and Livelihoods	154,000	47,740	106,260
Education	553,000	254,380	298,620
Shelter/Non Food Items	45,000	20,700	24,300

2.2 History of Save the Children in Ukraine (2014-2018)

Since 2007, Save the Children has been working in Ukraine through a consortium partnership with local organisations to strengthen children's rights.

Since 2014, we have responded to the conflict emergency by providing emergency and lifesaving interventions in eastern Ukraine with local partners, addressing children's and their families' needs in protection, shelter, food security and livelihoods, education and health. The contact line is the demarcation line that separates Government Controlled Areas (GCA) and Non-Government Controlled Areas (NGCA).

In 2016, the operation shifted near the contact line of Donetsk and Luhansk and expanded with new activities through a more integrated approach with resilience and gender sensitive programming. The main office moved from Dnipropetrovsk to Sloviansk (Donetsk GCA), closer to the conflict-affected areas where most of the humanitarian needs are.

From Sloviansk office, we currently operate in Donetsk and Luhansk GCA and Donetsk NGCA in the sectors of child protection, education and child poverty. We are now operating through a Country Office with a strategic period spanning 2019-2021 to keep addressing humanitarian needs and support development processes in eastern Ukraine in the areas of education, child protection and child poverty, based on the principles of gender equality, inclusion, resilience, child participation and child safeguarding.

OVERVIEW OF CHILD PROTECTION NEEDS

3.1 Humanitarian child protection needs

According to the 2019 Humanitarian Needs Overview, there are 465,000 children (209,250 boys, 255,750 girls) in need of protection. Children are facing protection risks such as shelling, mines/ERVV, all forms of violence (including physical, emotional, sexual), neglect, psychological distress, lack of documentation. Children are particularly vulnerable due to their weakened protective environment: family separation, displacement, and constant shelling all result in extreme stress, sleep and concentration problems, bed-wetting, hair loss, avoidance, intrusive memories, hyperactivity, aggressive behavior and social isolation. Many children experience violence and neglect in households where parents increasingly rely on negative coping mechanisms. Children have been identified as one of the most vulnerable groups in terms of protection in both GCA and NGCA. The situation in NGCA is probably worse due to lack of access to appropriate services. Gender-based violence is a high risk, especially for girls, and reports have been made about resorting to survival sex to support their families. The contact line is also becoming one of the most mine-contaminated areas in the world: 220,000 children along the contact line are at risk of landmines and explosive remnants of war.

3.2 Child protection systems and alternative care

In eastern Ukraine, very limited numbers of social workers are available to support child protection cases. Information gaps between services hamper adequate response and the possibility to refer; caregivers, education and health actors have limited knowledge of existing referrals to support children. Many children, the majority of whom still have parents, live in residential institutions, isolated from their families and society. There are about 750 institutions in Ukraine. The exact number of children living in institutions is unknown but estimated to be more than 100,000 children. It is worrying to note that children in institutions are at risk of trafficking, sexual violence, forced labour and neglect. The Government of Ukraine has approved a de-institutionalisation strategy that should pave the way for appropriate and child-centred alternative care.

KEY FACTS:

- In GCA, 12,000 children experience shelling more than once a month
- 80% of households along 5-km of the contact line do not have access to psychological services
- 220,000 children are at risk of mines and Explosive Remnants of War



OVERVIEW OF EDUCATION NEEDS

4.1 Education in emergencies

According to the 2019 Humanitarian Needs Overview, 637,000 children (293,020 boys, 343,980 girls) are in need of education assistance overall including 450,000 children in areas directly affected by the conflict. 394,000 children and teachers learn and teach in NGCA and are of particular concern due to limited humanitarian access. The proximity to the contact line, to military sites and the presence of mines/ERW increase the risks of attacks on schools and children. According to the Education Cluster, 71 incidents involving physical damages to school infrastructure have been reported since January 2017. Many schools have been used for military purposes, turning schools into military targets, which presents a major obstacle in securing children safe access and quality education. On both sides of the conflict, disruptions to education continue, mostly due to security reasons. Many vulnerable families do not have the financial means to provide adequate materials for school, and the lack of teachers in specific subjects is negatively impacting learning. The Education Cluster Survey (2018) indicates that in GCA, 65% of education facilities within 20km of the contact line reported that they observe impact of the conflict on their student's ability to learn and/or well-being. Teachers also need specific capacity building in resilience, life skills and psychosocial support to help affected children. The fact that the Government of Ukraine has not yet endorsed the Safe Schools Declaration despite mobilisation by child rights organisations, led by Save the Children, and continued attacks on education point to the need for further campaigning and targeted advocacy to ensure the implementation of International Humanitarian Law by the Government of Ukraine.

4.2 Inclusive education

Around 360 education facilities in Donetsk and Luhansk oblasts report that they have children in need of elements of inclusive education in the education facility. The majority of these schools (74%) have 5 or less children in need of these services, which shows that access to mainstream schools for children with disabilities remain very limited. Their needs range from adaptation of facilities for the physically impaired children to introducing appropriate content and adjusted curricula. Despite the reform of the education sector and the recent law on inclusive education, many schools in eastern Ukraine are not physically accessible for children with disabilities, teachers are not trained on inclusive pedagogy and teaching and learning materials are not adapted. Children with disabilities still report facing discrimination by the education system.

The situation for Roma children is also alarming: around 50% of the Roma population in Ukraine lacks formal education, with 68% stating that they cannot read or write, while 34% had never attended school. Very few Roma attend pre-school, and the share of Roma in secondary school is much lower than that of the general population due to drop-outs. Despite being theoretically free, in practice many schools require parents to financially contribute which is not possible for many Roma parents, in addition to other costs such as clothing, materials, transport. Even when enrolled, Roma boys and girls generally have lower learning outcomes due to discrimination perpetuated by teachers, bullying and rejection by peers, having a different mother tongue than the language of instruction, and having limited support from the family or community for education.

KEY FACTS:

- 700,000 children and teachers are in need of education support in GCA and NGCA
- 65 educational facilities have been temporarily closed, damaged or destroyed since 2017
- Many children face barriers to education, including children with disabilities and Roma children

OVERVIEW OF CHILD POVERTY NEEDS

5.1 Basic needs

The conflict has led to deteriorating purchasing power in parallel to rising prices in eastern Ukraine. According to the 2019 HNO, 825,000 people are food insecure in eastern Ukraine. Many households with children in NGCA are forced to reduce their meals, and have limited access to non-food and winter items in NGCA, including winter shoes/clothes and hygiene items. Heating and utilities costs consume significant portions of the overall household income. The 2019 HNO indicates that 180,000 vulnerable households in NGCA, if not assisted, will not be able to cover their heating needs for winter. Women and adolescent girls have specific hygiene needs in terms of menstrual health that are increasingly difficult to afford. In Donetsk NGCA, 71% of households apply negative coping strategies (including reducing health and education expenditures and resorting to an illegal, high risk, or degrading job). The 2019 HNO notes that among the most vulnerable households are single-headed households with children, households with 2 or more children and female-headed households. Indeed, female-headed households face particular challenges with 39% currently unemployed and 33% reporting shelter damage and a lack of basic infrastructure compared to 25% and 33% of male-headed households respectively.

5.2 Skills and livelihood opportunities for youth

The conflict-affected regions were major industrial centers, however the contact line separating government-controlled and non-government controlled areas and a ban on trade between the two regions since March 2017 has further deteriorated the economic environment of Donbass. The unemployment rate in Ukraine is 8.9%, while youth unemployment rate is 21% and the level of unemployed youth IDPs is 42% compared to 35% of unemployed IDPs (with 68% of unemployed IDPs being women). In addition to the direct consequences of the conflict on the economy and employment, the labour market in eastern Ukraine is characterised by a high degree of skills mismatch. Indeed, the majority of employers in the conflict-affected regions find it difficult to recruit employees with relevant skills as highly qualified employees have left the region. Youth IDPs and those affected by the conflict are likely to have experienced a disruption in their education, and may not have been able to re-enter the education system following displacement, impacting their employability. The issues of displacement and youth unemployment has also impacted social cohesion as the influx of IDPs has put significant pressure on social services, housing and employment with a downward pressure on wages.

KEY FACTS:

- 825,000 people are food insecure in eastern Ukraine
- 42% of unemployed IDPs youth



ACHIEVEMENTS IN 2014-2018

6.1 Overall reach

Since 2014, Save the Children has reached over 435,000 people of which 275,000 are children (139,000 girls and 136,000 boys).

6.2 Child protection

Since 2014, we have reached over 75,000 people with child protection programmes, of which 58,000 are children (31,000 girls and 27,000 boys).

We provided children and their caregivers affected by the conflict with safe and caring Community Centers where they received structured psychosocial support. The most isolated children along the contact line received psychosocial support through mobile outreach teams visiting children twice a week. These activities allow children to get support, play, learn and deal with their emotions. Children participated in the HEART (Healing through Education and Arts) and Journey of Hope signature programmes to develop positive coping strategies, while youth and caregivers took part in Life Skills and Resilience programmes. Parents developed positive parenting skills and learnt how to better support their children thanks to the Positive Parenting programmes. We also conducted Mine Risk Education in schools and kindergartens to raise awareness on the dangers of mines and ERW.

To fill in the gaps in the social system, we established Case Management Units and delivered case management for child protection services to provide individual support to the most vulnerable and most at risk children living along the contact line. This initiative specifically targets children at risk of violence and neglect, and is viewed highly by social services and donors, and was mentioned as best practice by the Ministry of Social Policy at the Parliamentary Committee on Family, Youth Policy. We strengthened child protection systems by building the capacity of different actors on child protection in emergencies, case management etc., and reinforced coordination and referral mechanisms with local authorities and humanitarian actors to ensure effectiveness of the overall response in the targeted areas.

6.3 Education

Since 2014, Save the Children has reached over 104,000 people with education programmes, of which 101,000 are children (50,000 girls and 51,000 boys).

We have supported children access education in conflict-affected areas by distributing learning and teaching kits, rehabilitating schools, classrooms and kindergartens that have been damaged by the conflict, providing psychosocial support for children in schools and building teachers capacity (in psychosocial support, conflict sensitive education, child-centred methodologies etc.).

Since 2017, we piloted and scaled up the Schools as Zones of Peace approach in 11 schools in GCA and NGCA to address conflict-related safety issues in schools, involving children, teachers and parents. Schools as Zones of Peace aims to secure safe learning environments in conflict and post-conflict settings, raise awareness among communities, school management and children, and build local and national level engagement to protect education. This work is complemented by child-led advocacy and advocacy at the national level for the endorsement of the Safe Schools Declaration by the Government of Ukraine.

Save the Children is co-leading the Education Cluster at both national and local levels in both GCA and NGCA.

ACHIEVEMENTS IN 2014-2018

6.4 Child poverty and Health

Since 2014, Save the Children has reached over 174,000 people with child poverty programmes, of which 68,000 are children (33,000 girls and 35,000 boys); and 45,000 people with Health programmes, of which 22,000 are children (12,000 girls and 10,000 boys).

We provided life-saving medical equipment and consumables for maternal and new-born health in conflict-affected hospitals on both sides of the conflict. We conducted breastfeeding and vaccination awareness sessions in our community centres. Water and sanitation facilities were rehabilitated in 11 schools across Ukraine.

We supported the basic needs (food, shelter, clothing and medicine) of the most vulnerable families in GCA and NGCA during harsh winters and with distributions of coal, non-food items, multi-purpose cash grants, food parcels. We rehabilitated 680 homes that had been damaged by shelling.

Livelihoods for vulnerable families were supported through cash for work (rehabilitation of schools and hospitals), employability and entrepreneurship trainings, and micro-grants to start/restart businesses. Livelihood opportunities were developed to support internally displaced and unemployed households and youth acquire skills and earn an income, which in addition to financial support, provide beneficiaries with a sense of dignity, skills and confidence.

6.5 Advocacy

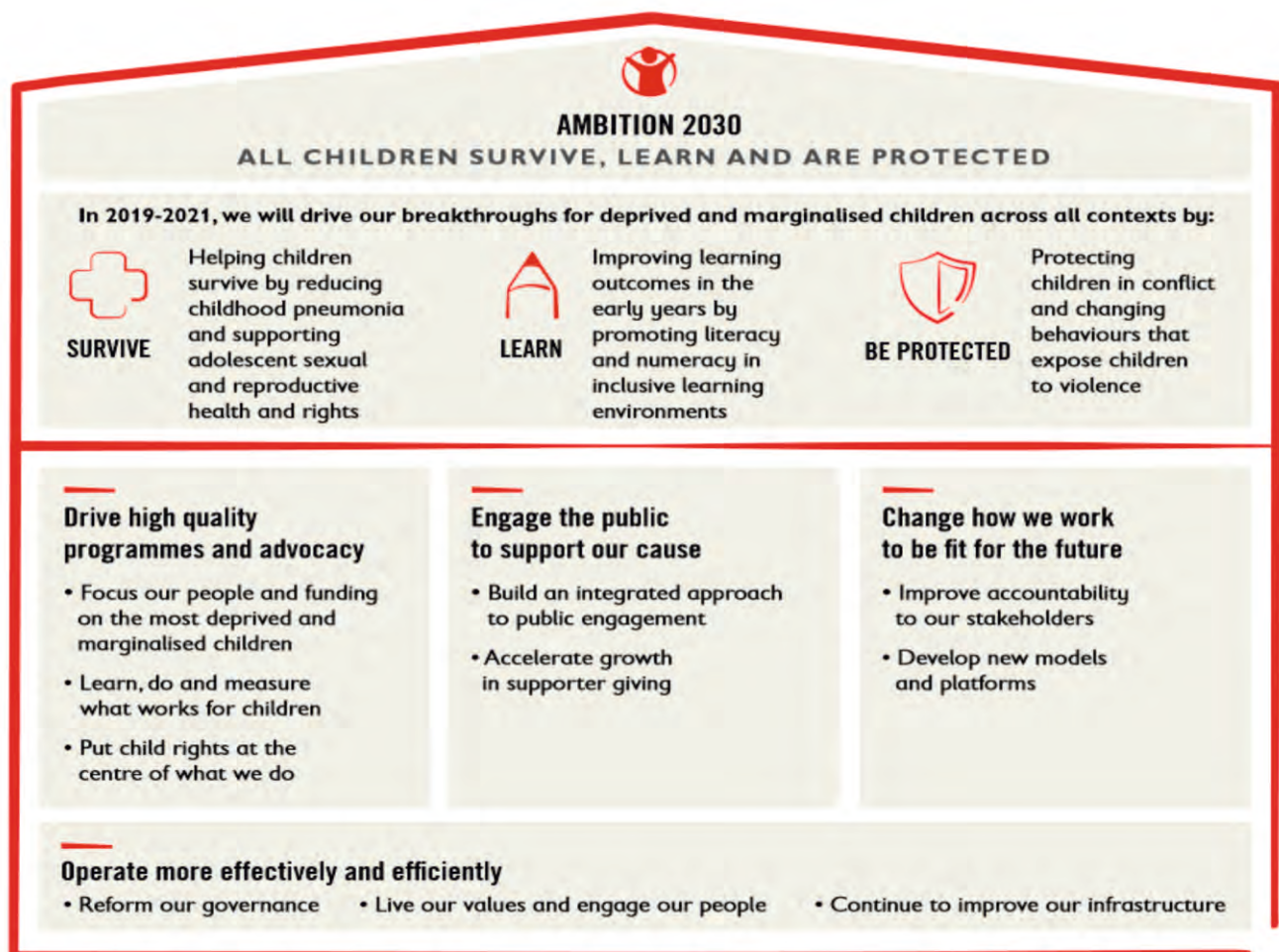
Since 2017, Save the Children has been advocating with the Government of Ukraine for their endorsement and implementation of the Safe Schools Declaration. The Safe Schools Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict are the only international documents dedicated exclusively to the safety of schools, children and teachers in the context of armed conflicts. Save the Children, in cooperation with the Education Cluster and UNICEF, has organised several roundtables on school safety in eastern Ukraine, influenced key decision-makers at the national and international levels and gathered “allies” to jointly advocate for the endorsement and implementation of the Declaration. Despite public support for the Safe Schools Declaration by high officials of the Government of Ukraine, Ukraine has not yet endorsed the Declaration.

We have also supported advocacy initiatives on raising awareness internationally on the conflict in Ukraine, on the issue of birth certificates for children born in NGCA, and have supported the implementation of the Humanitarian Country Team Protection Strategy.



STRATEGIC FOCUS 2019-2021

7.1 Global Work Plan: Closing the Gap 2019-2021



OUR THEORY OF CHANGE



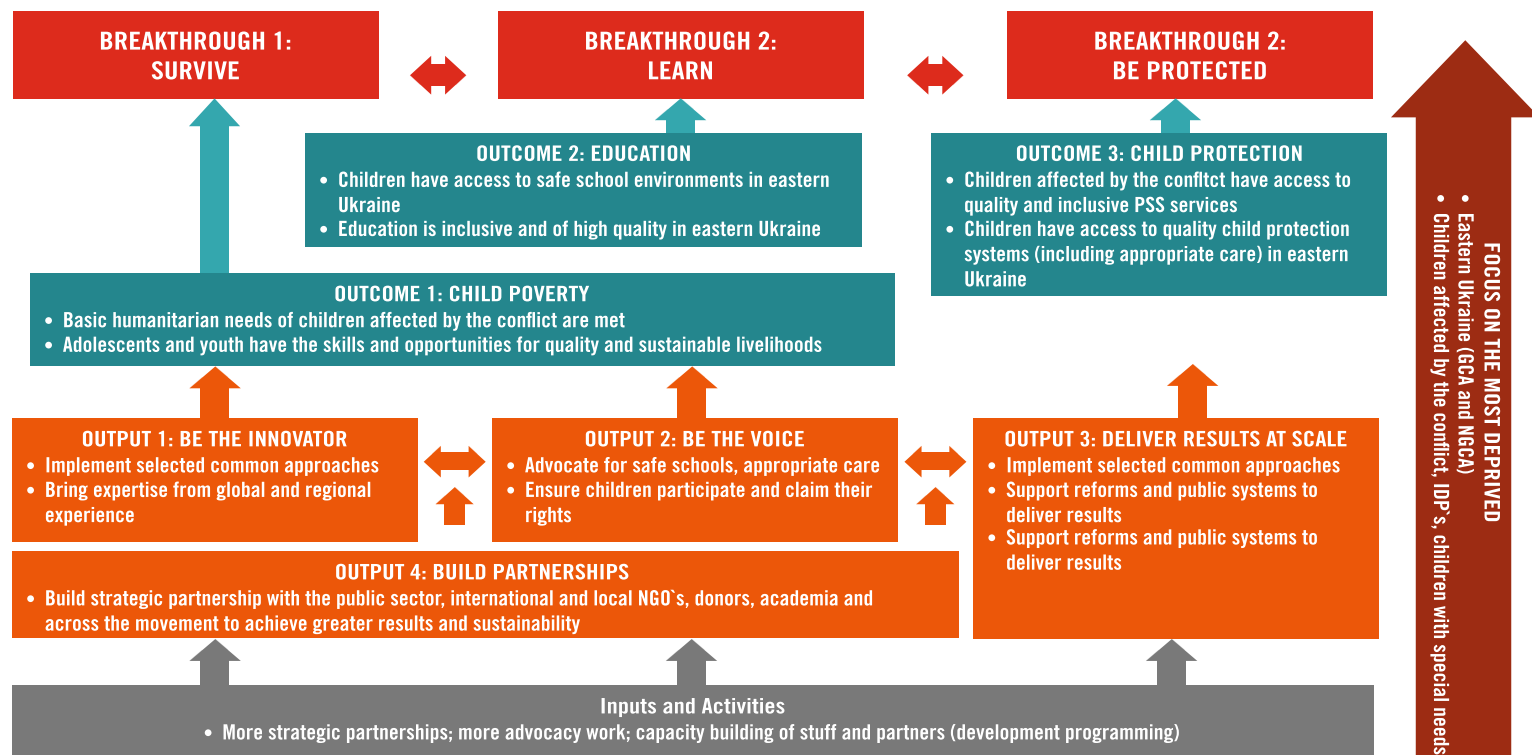
MAIN DIRECTIONS OF UKRAINE'S COUNTRY STRATEGIC PLAN 2019-2021

In 2018, Save the Children International in Ukraine transitioned from a Humanitarian Response to a Country Office, giving our operation a longer term presence and ability to work beyond humanitarian needs. We will build on our humanitarian achievements over 2014-2018 to support recovery and development efforts in Donbass, support the Humanitarian-Development Nexus goals, build a team of experts in Child Protection, Education, Child Poverty and strengthen strategic partnerships and advocacy efforts.

Our work will be centred around 6 Strategic Goals in Child Protection, Education and Child Poverty, tackling a range of humanitarian and development issues, and mainstreaming gender equality, resilience and inclusion. All our work is guided by its Child Safeguarding Policy and Procedures: all efforts are put in place to ensure our work is safe for children and their families. We will target the most deprived and marginalised children.

We will ensure the quality of our programming by implementing Save the Children's "Common Approaches" – a common approach is Save the Children's best understanding of how to solve a particular problem for children. It is based on evidence, it can be adapted to work in multiple contexts and also replicated in different countries:

- Steps to Protect – Case Management in Child Protection
- Parenting Without Violence
- Life Skills for Success
- Safe Schools



CHILD PROTECTION

Strategic Goal 1: Children affected by the conflict have access to quality and inclusive psychosocial support services

Target groups

- Children living in the close proximity to the contact line and directly affected by the conflict
- Displaced children
- Separated children

Milestones

- By 2021, we will publish a report on the lessons learnt and key findings of the implementation of the 2 common approaches “Steps to Protect” and “Parenting Without Violence”.
- By 2021, children, caregivers, social workers, teachers, will be able to identify the main signs of psychosocial distress and be comfortable to seek and use PSS when necessary.
- By 2021, the number of children and caregivers reached by PSS activities will be expanded through community centres and mobile teams, in GCA and NGCA.
- By 2021, the capacity of child protection actors on PSS in emergencies will be strengthened in targeted communities.

Common approach

- Steps to Protect (see details page 18-19)
- Parenting Without Violence (see details page 20-21)

Strategic Goal 2: Children have access to quality child protection systems (including appropriate care) in eastern Ukraine

Target groups

- Children affected by the conflict in need of support from social services
- Children living in institutions or at risk of institutionalisation (orphans, social orphans, children from low socio-economic background)
- Children with disabilities and chronic diseases
- Children living in abusive households
- Separated children

Milestones

- By 2021, we will have supported the Ministry of Social Policy in piloting the concept of foster families in Donetsk oblast and documented key findings.
- By 2021, caregivers, social workers, teachers, local stakeholders will have increased awareness of the risks of institutionalisation and of the need to invest in child protection systems (including alternative models of care).
- By 2021, we will have rolled out a training package targeted to child protection stakeholders involved in community-based child-centred services (including alternative care, social protection, justice, law enforcement etc.).

EDUCATION

Strategic Goal 3: Children have access to safe school environments in eastern Ukraine

Target groups

- Children going to school along the contact line, in NGCA and in areas contaminated by mines and ERV

Milestones

- By 2021, a self-published report on Schools as Zones of Peace and Safe Schools Declaration advocacy findings and lessons learnt will be disseminated in Ukraine and abroad.
- By 2021, we will influence key decision makers for the endorsement and full implementation of the Safe Schools Declaration.
- By 2021, public awareness will be raised at the local (schools, children, local authorities etc.) and national levels (civil society, national NGOs, etc.) to ensure that children's right to safe education is fulfilled.
- By 2021, we will ensure that children's voices are heard at the ministry and local level to defend their right to safe education.
- By 2021, the Safe Schools Declaration will be endorsed and implemented by the Government of Ukraine.

Common approach

- Safe Schools (see details page 22-23)

Strategic Goal 4: Education is inclusive and of high quality for children in eastern Ukraine

Target groups

- Marginalised children
- Children with special needs
- Roma children
- Children from low socio-economic background, with HIV/AIDS, IDPs, children deprived of parental care/separated

Milestones

- By 2021, we will have secured funding for a study in the field of inclusive education in Eastern Ukraine.
- By 2021, stigma against marginalised children will be reduced in targeted communities, and communities (including caregivers) will be fully aware of the rights of marginalised children and necessity of introducing inclusive education practice.
- By 2021, in targeted communities, school infrastructure will be improved for enhanced physical access for children with disabilities and teachers' capacity will be built to include marginalised children in schools and support their integration as per their capacity.



CHILD POVERTY

Strategic Goal 5: Basic humanitarian needs of children affected by the conflict are met

Target groups

- Conflict affected children living in vulnerable families (ie. large families without stable income, those with chronically sick and disabled children, single headed families with children, families with children under guardianship)

Milestones

- If the conflict continues as is or escalates: by 2021, we will benefit from humanitarian funding and international media will cover the crisis and our humanitarian work.
- By 2021, we will be delivering basic humanitarian aid to the most vulnerable families in GCA and NGCA.

Strategic Goal 6: Adolescents and youth have skills and opportunities for quality and sustainable livelihoods

Target groups

- Disadvantaged youth and adolescents (IDPs, Roma, people with disabilities, directly or indirectly affected by the conflict)

Milestones

- By 2021, findings from pilot approaches (Life Skills for Success, social enterprises, etc.) will be published and disseminated.
- By 2021, we will promote investment in youth and the implementation of the National Plan for Youth Employment (2019-2025).
- By 2021, we will have translated our experience and expertise from implementing youth empowerment projects into models of good practice and disseminated to the Ministry.
- By 2021, the majority of targeted youth will have greater access to sustainable livelihoods and will be more competitive on the labour market.
- By 2021, the majority of targeted youth will be championing investment in youth empowerment, exposed in the media and in public events and act as extended hand of Save the Children.

Common approach

- Life skills for Success (see details page 24-25)



ADVOCACY AND CAMPAIGNS

Save the Children campaigns for and with children based on their experiences, opinions and priorities; the knowledge generated by the direct work we and our partners do with children, their families and their communities, and on evidence; and in the rights enshrined in the UN Convention of the Rights of the Child. Save the Children advocates and campaigns as a way to make real and lasting change in children's lives.

In May 2019, to mark the centenary of Save the Children, Save the Children launched in Ukraine the biggest global public campaign to date, **Stop the War on Children**, designed to protect children in conflict. Save the Children's strategy has three objectives:

1. Governments and non-state armed groups around the world to consistently uphold international laws and standards to protect children in conflict, both in their own practice and in their relations with other states and non-state groups
2. Perpetrators of violations of children's rights in conflict to be systematically held to account and brought to justice
3. Programmes and interventions to protect children in conflict and to rebuild shattered lives be properly funded and effectively implemented

In Ukraine, during the 3-year campaign, we will focus on reducing attacks on schools and children by advocating for the endorsement and implementation of the Safe Schools Declaration. The Safe Schools Declaration and the "Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict" are the only international documents dedicated exclusively to the safety of schools, children and teachers in the context of an armed conflict.

We will work with children, parents, teachers and school authorities, government at national and subnational level, international and local NGOs and UN agencies, donors and the media. Our interventions will range from setting up well networked connections with stakeholders and partners to inform their decisions, lobbying for a position or supporting their positions on the Safe Schools Declaration to having high quality and meaningful child participation activities in public-facing activities that support children's direct and indirect engagement in policy and social change.

We will create a pool of supporters to ensure meaningful and long-term relationship with the public including children, which requires recruitment and retention of supporters through systems and support for their messages to reach decision makers. We will have high level of media engagement on all mediums (social, electronic, print) to ensure well informed representations of the issues around the Safe Schools Declaration are available to the public.



PARTNERSHIPS

Save the Children's standards for partnerships:

All Country Offices continually identify and build high performing and diverse partnerships to achieve our Country Strategic Plans by enabling us to work with the most deprived, aligned with the partnership principles:

- **Value Driven and Empowering Relationships**, with aligned values, mutual respect, and recognition of respective contributions and potential
- **Transparency and Accountability**, where openness and honesty in working relationships are pre-conditions of trust, holding a partnership be accountable to its stakeholders
- **Mutual Benefit and Complementarity**, where partners bring their respective strengths, and benefit from the others' strengths, fostering the continuing commitment to the partnership.

All our programmes must engage in partnerships to achieve our breakthroughs and realise children's rights.

Partnerships enable us to strengthen country development capacity, including an empowered civil society. Partnership is the engine driving our Theory of Change, enabling children's voices to be heard, fostering innovation and laying the foundation for sustainable results at scale.



FOCUS ON EXPERTISE AND QUALITY

We ensure the quality of our programmes by catalysing technical expertise (at the country, regional and global levels), ensuring cross-cutting issues are mainstreamed at the very least, that the most deprived children are targeted, that we implement evidence-based approaches (Common Approaches).

8.1 Cross cutting issues

Gender equality

Children of different genders fulfil their equal rights to survival, learning and protection in all contexts. All our programmes must recognise and account for the distinct needs of children of different genders and address the root causes of gender inequality and discrimination. All our programmes must be gender sensitive at a minimum and gender transformative whenever possible. All our programmes must be informed by gender analysis throughout the programme cycle to help identify activities and outcomes, as well as technical and financial requirements, to ensure gender sensitivity as a minimum standard.

Resilience

All our programmes must build the resilience of children, families, communities and systems to protect and safeguard all children against shocks and stresses in order to ensure the realisation of their rights.

Child participation

All our programmes must empower children as agents of change, amplify their voices, and deepen our accountability to them. We recognise each child's right to be heard without discrimination and with particular focus on inclusion of the most deprived and marginalised. We invest in structures, capabilities and systems for meaningful participation and effective voice of children, including advocacy and campaigning to influence lasting changes at scale.

Child rights programming

We are committed to challenging the root causes of child rights shortfalls and violations and to supporting the realisation of the rights of all children, particularly the most deprived and marginalised. All our programmes are guided by children's rights to non-discrimination, consideration of the best interests of the child and their survival and development, and respect for the views of the child in line with his or her evolving capacities, as set out under the UN Convention on the Rights of the Child. Programmes further reflect the humanitarian principles.

STEPS TO PROTECT



MILLIONS OF CHILDREN AROUND THE WORLD ARE

- Victims of violence and abuse
- Separated from their families
- Trafficked
- Recruited into armed groups
- Exploited in child labour
- Forced into marriage at early age
- Receiving inadequate care
- Living in institutions

In response to that violence, few children receive the help, support and services they need to help them recover.

BE PROTECTED: VIOLENCE AGAINST CHILDREN IS NO LONGER TOLERATED

SUSTAINABLE DEVELOPMENT GOAL

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children



Save the Children

HOW DO WE HELP CHILDREN RECOVER?

Steps to Protect provides those working with children in need of care and protection, with a step by step case management process to understand and assess the situation, develop and implement a plan to respond and involve other key players in the child's life and services that may be able to help.

Children receive the support they require in an appropriate, systematic and timely manner, with an emphasis on coordination of efforts and accompanying psycho-social support.

It requires coordination of community and national services by the social service workforce:

LEGAL AID	HEALTHCARE
EDUCATION	PSYCHO-SOCIAL SUPPORT

3 of every 4 children
globally experience
violence in one or
more of its forms

KEY STEPS TO HELP CHILDREN RECOVER



identify children
experiencing
violence



assess the
child's situation



plan a response



implement the
agreed plan
with the child
and family

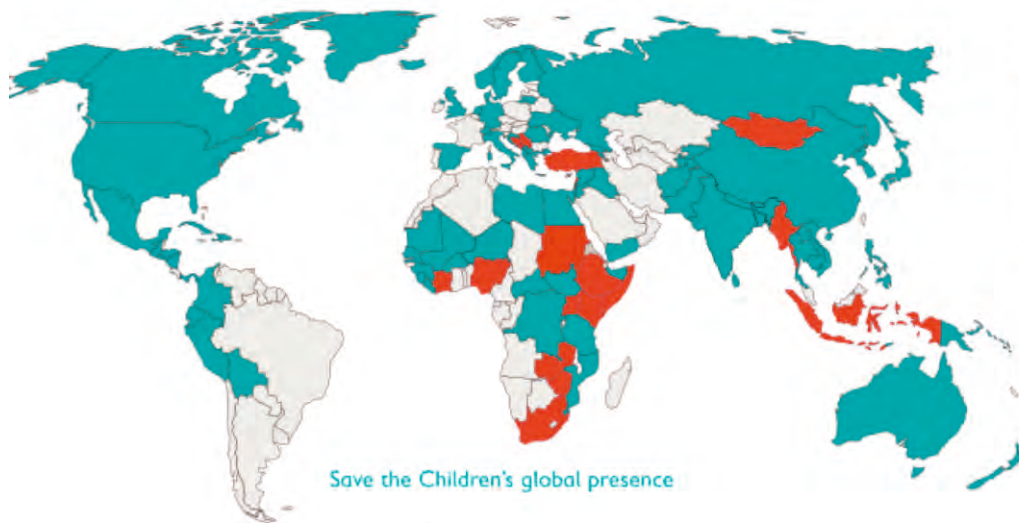


review and
adjust



when problems
are resolved,
close the 'case'

This structured and systematic approach helps strengthen a **protective environment** around children.



CASE MANAGEMENT IS A FUNDAMENTAL CORE OF OUR CHILD PROTECTION WORK

Steps to Protect provides consolidated guidance based on **international standards and tools**.

Adopting a common approach allows us to ensure and measure better **outcomes for children**.

ADVOCATING FOR CHANGE

In many countries and contexts in which we work, services such as legal aid, psychosocial support and healthcare do not exist or, where they do exist, they may not be providing quality care.

We advocate with governments, communities and service providers to **recognise the harm caused by violence in childhood** and to **make support and services available to the most vulnerable children**.

A strong, well-planned, and well-supported social service workforce, comprised of different professionals and para-professionals, is needed to support families and children to reach their full potential and better recover from violence.

Steps to Protect promotes achieving clarity on **defined roles and responsibilities of different actors** involved in the process.

- Community members
- Members of Community-based Child Protection Mechanisms
- Community Volunteers or Para Social Workers
- Trained or/and qualified case workers/social workers
- Supervisors
- Other sector professionals

In Indonesia, we have supported the Government to use a Case Management approach to support the reintegration of children living in institutional care with families. Social Return on Investment work conducted has shown that **every1\$ invested returns 4\$ to the economy**.

BUILDING EVIDENCE

The use of case management as a way to address a child's and their family's needs in an appropriate, systematic and timely manner is well-established within the child protection sector. Evidence of the relevance and appropriateness of the case management process as an effective child protection response is well documented.

While there is evidence of case management producing positive outcomes for children and families, more needs to be done to measure these outcomes. Our learning agenda will utilize quantitative and qualitative research to determine this, ensure the continuous improvement of our programs and position Save the Children as thought leader.

LEARNING QUESTIONS

- How does the use of a case management approach contribute to **positive outcomes for children and their families**?
- How and why does a case management approach work, under **what conditions and for whom**?
- To what extent is a case management approach **scalable and sustainable**?

PROTECTING CHILDREN IN EMERGENCIES

One in six children across the world live in countries affected by conflict or disaster. Children in emergencies are at increased risk of violence.

Case management is critical in these circumstances, and we recommend making additional and specific provisions, developing tools and methodologies with **Children on the Move** and with **Unaccompanied and Separated Children** who require Family Tracing and Reunification steps to be taken to reunite children with their families.

COST-EFFICIENT WAY OF WORKING

Experiencing violence seriously affects a child's development, dignity and well-being. Violence impacts on the ability of children to reach their full potential and claim their rights. It is imperative to respond effectively to protect girls and boys.

'Steps to Protect' helps us prioritise to make sure that the **most urgent care and protection needs of vulnerable children** are met in contexts where resources may be limited.

Despite the high cost of child protection interventions, a number of studies suggest that with limited resources this approach provides increased care and protection for vulnerable children.

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Go to the [Steps to Protect site](#) on Onenet to access all resources including summary package and toolkit.

COMMON APPROACHES

PARENTING WITHOUT VIOLENCE



VIOLENCE AGAINST CHILDREN

- Happens at home.
- Starts early and continues through childhood.
- Happens everywhere in developed and developing countries and in wealthier and poorer households.
- Is widely accepted as the norm.
- Is linked to violence against women.
- Its most common form is physical and humiliating punishment.

But the home should be a respectful, loving, nurturing and non-violent environment for all children, girls and boys.

BE PROTECTED: VIOLENCE AGAINST CHILDREN IS NO LONGER TOLERATED

SUSTAINABLE DEVELOPMENT GOAL

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children.

OUR APPROACH TO PREVENT VIOLENCE

We prevent children from experiencing physical and humiliating punishment in the home by **working with parents and caregivers** to better understand **child development**, promote **structure, warmth, dialogue** and **long-term goal setting** and care for their children without violence.

We also **work with governments** to strengthen systems and mechanisms that increase children's protection in equitable and gender-sensitive ways.

Transforming harmful and discriminatory gender and power dynamics and **improving relationships and communications within families** is fundamental to end violence against children.

76% of children around the world experience physical and humiliating punishment in the home.

CORE COMPONENTS AND ACTIVITIES



Providing fathers, mothers, and other caregivers with the knowledge, skills and attitudes to parent positively without using violence.



Empowering children, girls and boys, and working to ensure they feel valued, respected and safe within their family and community.



Supporting communities so that they are willing and able to equitably protect all children, girls and boys, from violence.

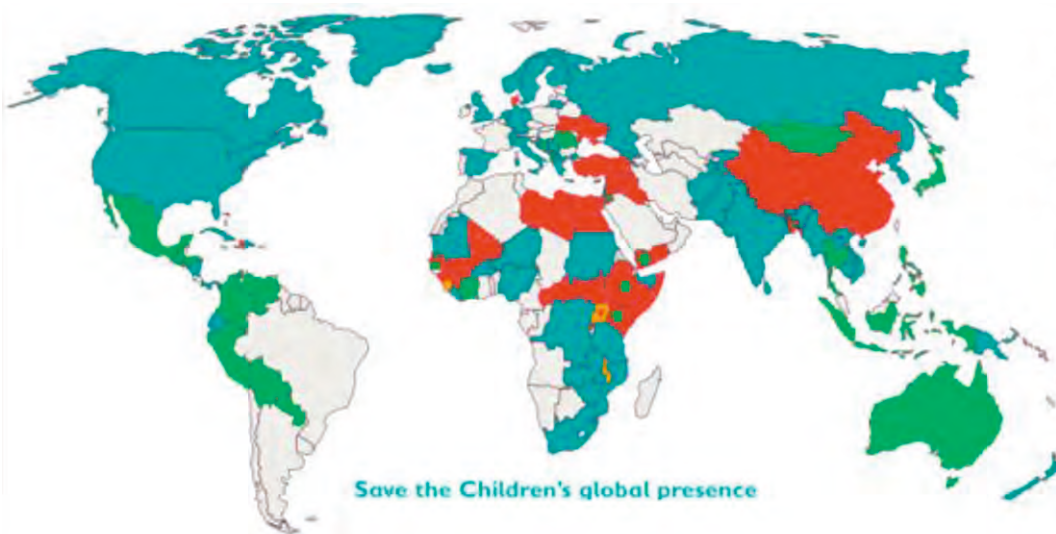


Strengthening equitable and gender-sensitive **child protection systems**.

This structured and systematic approach helps build a protective environment around children.



Save the Children



Save the Children's global presence

Parenting Without Violence builds upon and takes its evidence base from three existing and proven Save the Children interventions.

REAL (RESPONSIBLE, ENGAGED & LOVING) FATHERS

POSITIVE DISCIPLINE IN EVERYDAY PARENTING

CHILDREN'S AND YOUTH RESILIENCE

BUILDING EVIDENCE

It weaves the evidence-based practice of these three interventions into one common approach.

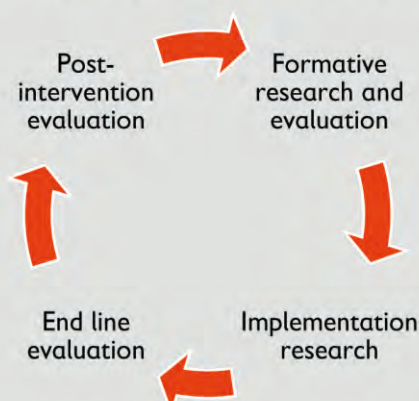
Parenting Without Violence presents a promising level of evidence that **parenting interventions** can reduce the physical and humiliating punishment of children in the home.

Greater and more sustainable outcomes for children are expected when these are layered with interventions which:

- address the root causes of discriminatory gender norms and power imbalances.
- empower children.
- ensure wider community change.
- strengthen equitable and gender-sensitive child protection systems.

RESEARCH & LEARNING

This approach is accompanied by a comprehensive research, monitoring and evaluation agenda, that provides a unique opportunity to **measure the impact of our violence prevention programing**, and become a thought leader in the field.



THE COST OF VIOLENCE

Save the Children South Africa found that violence against children cost the economy US\$18.69 billion (nearly 6% of GDP) in 2015 alone. Such economic costings provide the critical evidence that it is necessary to invest in violence prevention and advocate for this with governments and other partners.

To further build the Value for Money evidence of the Parenting Without Violence common approach, costing analysis will be undertaken in focus countries to help understand how we can take this approach to scale and make it sustainable.



IMPLEMENTING IN ALL SETTINGS

Parenting Without Violence can be implemented in humanitarian settings and protracted emergencies when there is sufficient **stability, and access to basic needs**.

Parenting Without Violence activities include an important focus on **self-care of parents** and understanding **children's reactions to distress**.

In all settings, **gender-sensitive approaches**, and referrals to other multi-sectoral services are important.

ADVOCATING FOR CHANGE

We want governments to

- **ban physical and humiliating punishment** in all settings, including the home.
- **scale up Parenting Without Violence** as part of national parenting, child protection, health, early child development, early learning and social protection programmes.
- **increase resources for child protection systems**, including more trained social workers at local levels.

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Go to the [Parenting Without Violence site](https://parentingwithoutviolence.org) on Onenet to access all resources including summary package and toolkit.

COMMON
APPROACHES

IN THE PIPELINE

Due for endorsement January 2019

SAFE SCHOOLS

ALL CHILDREN
LEARN AND ARE
PROTECTED BY 2030

Many children are not safe in and around school. Children's safety is threatened by violence, disasters, conflict and everyday hazards that affect their learning and wellbeing.

- **Violence against children by peers, teachers and other school staff.** Nearly 720 million school aged children live in countries where Physical and Humiliating Punishment at school is not fully prohibited.
- **Disasters affect children, teachers, educational staff and schools.** Since 2000, almost 35,000 children died in schools due to disasters, which are increasing rapidly due to climate change.
- **Conflict and attacks on education.** Around 500 attacks on schools were documented in South Sudan, DRC and Yemen in 2017.
- **'Everyday hazards'** can include road accidents, drowning in monsoon season, health epidemics and many more.

Safe Schools is uniquely developed to ensure that all children of school-going age are safe and protected from all hazards and threats in and around school.



Save the Children



HOW DO WE HELP KEEP CHILDREN SAFE?

Safe Schools is an all inclusive, all hazards approach to keep children safe in and around schools. Empowering children to stay safe, with a focus on girls, is critical.

The four components of Safe Schools are:

1. Authorities develop and strengthen **policies and systems** for school safety and protection
2. **School safety management** protects children in and around school
3. **School facilities** create a safe and enabling school environment
4. Teachers and children demonstrate self-protection **knowledge, skills and behaviours** for the safety and protection of children in and around school

Between 2013-2017,
29 countries
experienced
military use of
schools

KEY PRINCIPLES



Do no harm



Address all
hazards



Act collectively



Empower and
engage children



Link policy and
practice



Challenge
harmful social &
gender norms

These cross-cutting principles and components should always be addressed in Safe Schools.

AN APPROACH BUILT ON EVIDENCE

The Safe Schools Common Approach draws from decades of experience, learning and research from across the globe - developed from evidence in and beyond Save the Children. It brings together three proven interventions that address challenges facing children in and around schools:

1. **Comprehensive School Safety** – assesses and reduces hazards and risks through safer school facilities, school safety management, risk reduction and building resilience.
2. **Schools as Zones of Peace** – supports children facing disruption to education due to conflict, including attacks on schools, forced recruitment and sexual violence
3. **Violence Free Schools** – supports teachers and students to prevent and respond to physical, psychological or sexual violence

The result is one single approach, bringing together our best understanding and practices of how to address all hazards to keep children safe in and around schools. A strong learning and research agenda will ensure the continuous improvement of Safe Schools and allow us to measure the impact.



SAFE SCHOOLS IS UNIQUE

Save the Children will support the global movement to protect children from violence, disasters, conflict and everyday hazards in and around schools and ensure continual and equitable access to education.

The Safe Schools Common Approach has been developed across the Child Protection and Education Global Themes, and with a range of Member and Country Offices.

The approach can be implemented flexibly and expanded gradually, depending on the context and available resources.

PROTECTING CHILDREN IN ALL CONTEXTS

Safe Schools is adaptable. It can operate in humanitarian response programming in conflict or disaster prone contexts.

And it can also be integrated into development contexts, where there is still a lot of work needed to protect children in schools in peaceful contexts.

It is necessary to collaborate with existing programmes where possible.



SAFE SCHOOLS ADVOCACY

Safe Schools works with a range of different partners to protect children in and around schools. Government authorities are key partners for delivery and achieving sustainable results at scale.

Depending on the context, advocacy efforts could include: any of the following Seeking Government endorsement of the Safe Schools Declaration to support schools during times of conflict, Advocating to hold perpetrators of violence to account, Campaigning to end Physical and Humiliating Punishment in schools, Championing national commitment to implement Comprehensive School Safety.

Safe Schools is a strong focus of Save the Children's Stop the War on Children campaign, which aims to help keep school children safe from the impact of conflict.

CROSS-CUTTING ISSUES

A commitment to reaching the most marginalised and vulnerable children is at the heart of Safe Schools.

Gender: Addressing harmful gender norms, promoting positive social and gender norm change and ensuring schools protect children against gender-based violence.

Disabilities: Addressing that children with disabilities are at a greater risk of violence and need safe, specialised learning facilities.

Resilience: Strengthening the resilience of children, teachers, families and communities to prepare for and respond to shocks that affect schools such as conflict and disasters. And ensuring children develop coping skills.

Child safeguarding: Uncovering and addressing sensitive safety risks for children in schools, with full responsibility and accountability, following safeguarding guidelines.

IMPLEMENTATION

Detailed guidance is available to help country offices design the scope and focus of their Safe Schools work.

Guidance in Action Packs includes:

1. Getting Started – how to begin implementing Safe Schools
2. Policies and Systems – bringing together advocacy and programmes and building partnerships
3. School Level Safety Management – preparing for change, identifying and reducing risks and building sustainability
4. School Facilities Safety
5. Safety Knowledge and Skills - for children, teachers, families and communities
6. Evaluation and Measurement

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COMMON APPROACHES

LIFE SKILLS FOR SUCCESS

SUPPORTING YOUNG PEOPLE TO SUCCEED IN WORK AND LIFE

145 million adolescents live in extreme poor households.

It is the poorest and most deprived young people who often lack the needed life skills to positively transition to adulthood and secure decent work.



Save the Children



THE APPROACH

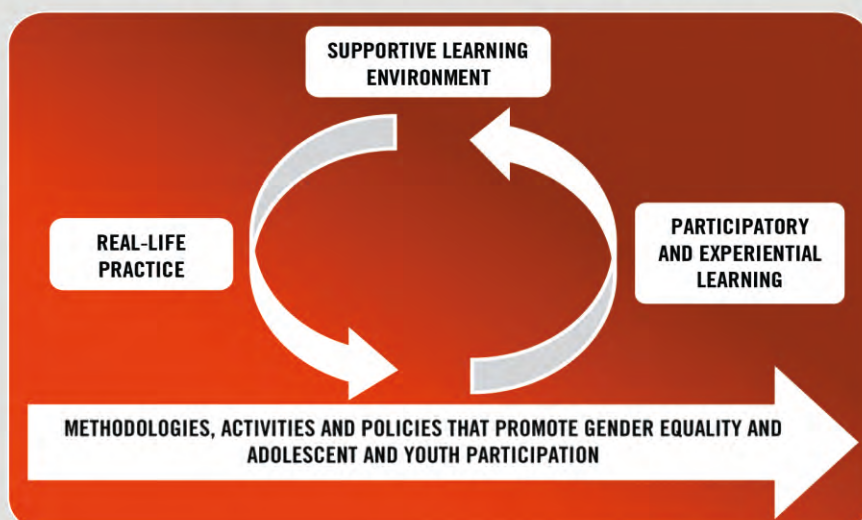
Life Skills for Success is Save the Children's approach to the development of a set of foundational skills, competencies, behaviours, attitudes, and personal qualities which enable young people to effectively navigate their environment, work well with others, perform well, and achieve their goals.

These are referred to as "transferable life skills" as they can be used across many different domains of a young person's life. The approach focuses on the categories of skills global research has found is most associated with workforce success and other positive development outcomes.

THE 5 SETS OF TRANSFERABLE LIFE SKILLS:

1. **Communication Skills:** To actively listen and effectively express ideas and ambitions to different audiences and for different purposes
2. **Higher-Order Thinking Skills:** Ability to problem solve, think creatively and make objective decisions in both personal and work environments
3. **Positive Self-Concept:** Emotional, social and cognitive awareness and positive valuation of oneself
4. **Self-Control:** Effectively regulate and manage behaviour and emotions, control impulses and delay gratification to achieve personal goals
5. **Social Skills:** Ability to collaborate, resolve conflict, build respect and empathy for others, and behave in contextually appropriate ways

THE 3 CORE PILLARS OF THE APPROACH:



SAVE THE CHILDREN HAS IMPLEMENTED LIFE SKILLS FOR SUCCESS IN 32 COUNTRIES.

RESILIENCE IN HUMANITARIAN CONTEXTS

In the context of humanitarian interventions which build resilience on multiple levels - including support to systems, communities, families and individual children and youth, our approach can promote young people's ability to respond to crisis, by building their capacity for critical analysis and decision making, their self-confidence and ability to recognize their own potential thereby promoting their ability to recover from disruptive life events.

GENDER EQUALITY

The approach is gender-sensitive and works to ensure both girls and boys are equally able to access and meaningfully participate in program activities. The *Life Skills for Success* approach can also be a key component of gender-transformative programming for young people, with curriculum that specifically supports discussion with girls and boys on gender topics and works with families and communities to address discriminatory norms and build a supportive learning environment.



8 DECENT WORK AND ECONOMIC GROWTH



4 QUALITY EDUCATION



CONTRIBUTING TO GOAL 4 OF THE SDG'S:

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

CONTRIBUTING TO GOAL 8 OF THE SDG'S:

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

ADVOCATING FOR CHANGE

Governments, employers and partners around the world must invest in Life Skills for Success interventions if we are to break the cycle of poverty and help young people succeed in life and work.

We advocate to governments to invest, and develop policies and interventions to enable young people to build the required skills and access decent economic opportunities.

We work with the private sector to develop market-relevant life skills programs which match market needs and promote equitable and inclusive practices to support young people's practice-based learning of life skills through decent work opportunities.

For example, in Bangladesh we engage the private sector in vocational education and apprenticeships or employment for young people and work to ensure the approval and implementation of a National Corporate Social Responsibility Policy for Children by the Government of Bangladesh.

EVIDENCE AND IMPACT

There is a growing body of evidence demonstrating that transferable life skills can support young people in building healthy, safe and productive lives. We continue to build on this evidence base with a common learning agenda.

In Asia, we trained over 77,000 youth. Of the youth we interviewed, 60% showed improvements in their life skills as measured by our Employability Assessment Tool. In Africa, outcome studies from a large scale youth livelihood program, featuring a core life skills component, found uniformly higher levels in: work readiness outcomes, social and personal developmental assets, self-employment skills, workplace teamwork and drive, and gains in socioeconomic outcomes.

The implementation of *Life Skills for Success* as a core component of empowerment programming for girls has also shown positive impacts. A program in Uganda offered a combination of life and vocational skills to adolescent girls in safe spaces and led to a 35% increase in the likelihood of their engagement in income generating activities. It also delayed marriage and childbirth and improved HIV and pregnancy related knowledge.

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- Pope for Ukraine
- Education Cannot Wait Fun





Save the Children
100 YEARS

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