

**UNICEF the Netherlands**  
Child Resilience and Protection Project  
P172582

**STAKEHOLDER ENGAGEMENT PLAN (SEP)**

**Update #1**

March 28<sup>th</sup>, 2022  
(updates are in blue)

**unicef**   

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for every child

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## 1. INTRODUCTION

UNICEF the Netherlands (UNICEF NL) will implement the Child Resilience and Protection project (the Project), in support of the Ministry of Education, Culture, Youth and Sport (MECYS) of Sint Maarten. The Steering Group of the Sint Maarten Recovery and Resilience Trust Fund that is administered by the World Bank (hereinafter the Bank) has agreed to finance the Project.

The project will support the implementation of Sint Maarten's 2018 National Recovery and Resilience Plan (NRRP), which lays out priorities and a roadmap for the recovery, reconstruction, and resilience of Sint Maarten following the effects of Hurricane Irma on September 6, 2017.

The Project is also aligned with the Government of Sint Maarten (GoSM) 2019 Education Master Plan Project, which aims at providing students and education staff with safe learning environments that address the needs of special care students, vulnerable students, their families, teachers and education staff who were affected by the hurricane.

The objective of the Project is to strengthen the capacity of the education and child protection systems to address and respond to the needs of children and adolescents resulting from natural disasters and external shocks.

This Stakeholder Engagement Plan will serve as a guide for the consultation of, and information distribution to stakeholders affected by and interested in this Child Resilience and Protection Project throughout all project stages. Its design and implementation will facilitate the development of strong, participatory, and mutually beneficial relationships with stakeholders.

Stakeholder engagement is an important component of project design and implementation. Understanding how the project will affect stakeholders is beneficial to its success and is helpful in identifying and mitigating risks that could otherwise impede the progress of the project. Consultations create the opportunity for stakeholders to be informed about the project scope, development, and implementation. They also provide useful information about the context in which the project will be implemented and can shape the development of project objectives and outcomes. Stakeholders can also contribute to problem identification and solution.

UNICEF NL recognizes the importance of, and is committed, to ensuring a transparent and iterative stakeholder consultation process throughout the project life cycle, to ensure successful project outcomes.

## 2. PROJECT DESCRIPTION

The project has four components: (1) Nurturing children's and adolescents' well-being by (a) enhancing the management of students' and teachers' psychosocial needs within education sector institutions, and (b) addressing occurrences of violence affecting children and adolescents; (2) Strengthening Child Protection systems; (3) Strengthening schools' and MECYS' resilience to disasters; and (4) Project Implementation Support.

### *Component 1: Nurturing children's and adolescents' wellbeing*

The Project will support and strengthen MECYS' comprehensive approach to support in and out-of-school children by integrating psychosocial interventions, following a natural disaster, at the school, family and community levels. It will also support violence prevention interventions. While the Project was initially designed as a response to Hurricane Irma, its scope will be expanded to cover other external shocks, such as epidemics, learning from the 2020 COVID-19 pandemic and its aftermath. This component has two sub-components: (i) Enhancing the management of students' and teachers' psychosocial needs within education

sector institutions; and (ii) Addressing occurrences of violence affecting children and adolescents.

#### *Component 2: Strengthening the Child Protection system*

Through this component, the Project will strengthen the Child Protection system in Sint Maarten, including policies and institutional mechanisms and practices that aim at preventing and responding to children's rights violations, which are defined as violence, abuse, and neglect. It will also enhance inter-agency child protection mechanisms and the system's capacity to protect children during emergencies. Specifically, the component will: (i) support the Child Protection referral and case management system; (ii) support the development of a child Protection Information System; (iii) build capacity of professionals working with children; (iv) support early interventions for vulnerable children; and (v) support the mainstreaming of the Child Protection in Emergencies approach.

#### *Component 3: Strengthening schools' and MECYS' resilience to disasters*

This component seeks to strengthen coordination for disaster risk management at the system and school levels to better prepare and respond to natural hazards and protect children's safety during emergencies.

#### *Component 4: Project implementation support*

UNICEF NL will be both the Grantee and the Project Implementation Agency. UNICEF NL has established a core team based in The Hague, responsible for project management and coordination, management of safeguards provisions, financial management, procurement, and M&E. Additionally, a Team Coordinator will be based in Sint Maarten.

### **3. ENGAGEMENT WITH THE MINISTRY OF EDUCATION AND OTHER STAKEHOLDERS**

This project builds on the previous collaboration of UNICEF NL and the Ministry of Education, Culture, Youth and Sport in the response to the immediate aftermath of the impact of hurricanes Irma and Maria in 2017. A number of stakeholders, including key stakeholders, have therefore already been engaged and are aware of the development of this project.

The key government stakeholders have been involved in all stages of the project development from the submission of the project financing request, and subsequently since approval of the request by the Trust Fund Steering Committee in July 2019.

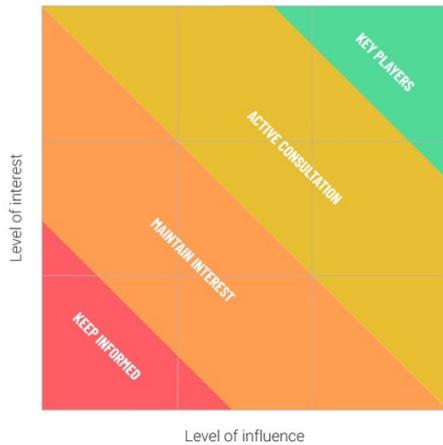
Other stakeholders, both direct and indirect beneficiaries are aware that the project was approved and are awaiting additional consultation in order to provide their input and confirm their role in support of, or as a participant in the project.

This Stakeholder Engagement Plan builds on this process and ensures the inclusion of all stakeholders, paying particular attention to those not consulted during the project development stage. The SEP describes the different stakeholders of the Project and how UNICEF NL currently engages its stakeholders. This SEP also describes the feedback from the consultations held thus far and describes how comments and concerns will be addressed or not in the project. This is described in section 5.6 below.

### **4. STAKEHOLDER IDENTIFICATION AND ANALYSIS**

During the development of the project concept note stakeholders were initially identified using the combined approaches of team brainstorming and experience, and historical data.

An Assessment of the various stakeholder groups was done utilizing an Interest/Influence Matrix. This enabled the identification of the different types of stakeholders.



The following categories were identified:

**1. Tier 1 – Key Stakeholders**

**High Interest & High Influence**

These stakeholders have the most influence and interest in the project and their involvement is considered to be vital the success of the project. These relationships must be carefully managed.

**2. Tier 1 – Primary Stakeholders**

**High/Medium Interest and Low Influence**

The involvement of these stakeholders, generally as direct beneficiaries, is considered to be important to the success of the project. The consultations must ensure that the interest of these stakeholders is maintained.

**3. Tier 2 – Secondary Stakeholders**

**Low Interest and Medium/High Influence**

These stakeholders require active consultation as they have the ability to affect the outcome of the project both negatively and positively.

**4. Tier 3 – Tertiary Stakeholders**

**Low Interest and Low Influence**

These stakeholders are primarily classified as the indirect beneficiaries and should be kept informed.

At a more detailed and operational level, different types of engagement are identified (see table 1).

*Table 1 Stakeholder Engagement Definitions*

| DEFINITIONS        |  |
|--------------------|--|
| <b>Monitor</b>     | Track this stakeholder’s commentary in traditional and social media to see if their level of interest (or access to power) changes |
| <b>Inform</b>      | Provide this stakeholder with relevant, high-level information about the project at regular intervals / milestones                 |
| <b>Consult</b>     | Obtain this stakeholder’s feedback on key project decisions that are relevant to them  |
| <b>Involve</b>     | Rely on this stakeholder’s expert advice when making decisions about the project   |
| <b>Collaborate</b> | Partner with this stakeholder to develop alternatives and arrive at solutions that are acceptable to the collaboration group       |

|                |   |
|----------------|---|
| <b>Empower</b> | Authorise this stakeholder to make specific decisions about the project |
|----------------|---|

### Strategic Partners

These stakeholders are for the most part, not directly affected by the project, and are primarily classified as entities that may have projects/programmes with similar beneficiaries and with whom UNICEF NL should establish and maintain open lines of communication to identify possible areas of overlap and/or opportunities for synergistic collaborations. Political leadership, namely the Council of Ministers and the Parliament of Sint Maarten, also fall under this category classification. Engagement strategies for strategic partners will be finessed on an individual basis.

## 5. Disadvantaged/vulnerable individuals or groups

The disadvantaged or vulnerable groups potentially affected by the Project are discussed below, please see chapter 5 for the specific approaches the project team will take to engaging with them and consider their needs in project design:

**Vulnerable children and families:** The working definition of vulnerability varies across entities on Sint Maarten. During initial stakeholder consultations held from July to November 2020, most stakeholders indicated that they did not have a written definition for vulnerability, however they agreed that there was some commonality based on a broad range of determinants of vulnerability, namely: socio-economic status, physical/infrastructural, behavioural/attitudinal, social disempowerment, inability to care for themselves, marginalisation, language and communication competency, health risks, issues of neglect (physical and emotional) and abuse, and immigration status.

Determinants specifically related to the education sector include learning challenges, children with special needs (mental and physical disabilities), improper adult supervision/care at home, social-emotional challenges, and access to nutritionally balanced meals.

This confirms the initial assumption that the working definitions should include, but are not limited to, unregistered/undocumented children and families, teen-aged mothers, families with income below the minimum wage, latchkey kids, children with intellectual and physical disabilities.

**Children with disabilities:** Children with disabilities are often a forgotten group, their needs and views are expressed by their parents, caregivers or those providing services to them. The organisation that provides services for this group is the White and Yellow Cross Foundation (WYC) Sint Maarten. During the project development consultation, one of the major challenges that this group faces, identified by the WYC, is the lack of structured systems/programmes to address the psychosocial, educational, and overall protection and safety as well as inclusion of children with disabilities. The project will ensure that specific attention is paid to this group, with an emphasis on encouraging representation and inclusion in decision-making spaces, to ensure their involvement at every phase of the project.

During the project design, consultations were done with the Sr. Basilia Centre (SBC) to gather information on the needs of children with disabilities to better understand the specific situation of children with disabilities.

In the context of introducing the Positive Parenting Support and the Violence Prevention programmes, the SBC will again be involved in the consultations, to provide guidance on the issues related to children with disabilities, as well as guidance on the involvement of their parents.

One specific activity to date involved direct engagement with children with disabilities. During the youth consultations for the establishment of the Youth Sounding Board, UNICEF The Netherlands was able to identify and engage a hearing-impaired young person to participate in the consultations.

**Parents, caregivers who do not understand and speak English:** There are groups on Sint Maarten that do not understand or speak English. This serves as a deterrent to them from seeking public information and services. These groups speak Spanish and Haitian Creole mostly. There are information channels, such as radio stations, and national organisations that reach these groups with information. Information for these groups must be translated to Spanish and Haitian Creole.

| Stakeholder Group   | Preferred notification means                                       | Inputs required  | Specific needs   |
|---|--|--|--|
| <b>COMPONENT 1 - Nurturing children's and adolescents' wellbeing</b>  |  |  |  |
| <b>MINISTRY OF EDUCATION, CULTURE, YOUTH &amp; SPORT (MECYS)</b>  |  |  |  |
| MECYS:<br>Department of Education,<br>Department of Culture,<br>Department of Youth,<br>Department of Sport,<br>Division of Educational<br>Innovation, Division of<br>Inspectorate of ECYS,<br>Student Support Services<br>Division | Email,<br>telephone,<br>written<br>correspondence                  | <ul style="list-style-type: none"> <li>- Provide insight into plans and priorities to ensure maximum alignment and efficiency with activities planned</li> <li>- Express needs and expectations as well as 'fears'</li> <li>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries</li> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> <li>- Provide expertise, a staff member/ volunteer, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)</li> <li>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.</li> <li>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children</li> </ul> | - Improved institutional capacity to address needs of staff and students   |
| <b>EDUCATION SECTOR</b>   |  |  |  |
| School Boards (primary, secondary, tertiary)<br><br>Teachers (primary, secondary, tertiary)<br><br>St. Maarten Early Childhood Development Association (SECDA)  | Email,<br>telephone,<br>written<br>correspondence,<br>social media | <ul style="list-style-type: none"> <li>- Provide insight into plans and priorities to ensure maximum alignment and efficiency with activities planned</li> <li>- Express needs and expectations as well as 'fears'</li> <li>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries</li> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> </ul>  | - Improved ability to detect and address psychosocial, learning and protection needs, as a result of emergencies |

|  |  |   |   |
|--|--|---|---|
|  |  | <ul style="list-style-type: none"> <li>- Provide expertise, a staff member/ volunteer, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)</li> <li>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.</li> <li>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children</li> </ul> |   |
| <b>NGO's</b>   |  |   |   |
| Association for Psychologists and Allied Professionals Sint Maarten (APAP) | Email, telephone, written correspondence | <ul style="list-style-type: none"> <li>- Provide insight into plans and priorities to ensure maximum alignment and efficiency with activities planned</li> <li>- Express needs and expectations as well as 'fears'</li> <li>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries</li> </ul>   | <ul style="list-style-type: none"> <li>- Coordination among actors contributing to mental health and the wellbeing of children, sharing information, joint learning.</li> </ul>                 |
| Mental Health Foundation   |  | <ul style="list-style-type: none"> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> </ul>  |   |
| St. Maarten Red Cross  |  | <ul style="list-style-type: none"> <li>- Provide expertise, a staff member/ volunteer, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)</li> </ul>   |   |
| White & Yellow Cross Foundation  |  | <ul style="list-style-type: none"> <li>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.</li> <li>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children</li> </ul>  |   |
| <b>COMPONENT 2 – Strengthening the Child Protection system</b>             |  |   |   |
| <b>MINISTRY OF JUSTICE</b>   |  |   |   |
| Ministry of Justice – Court of Guardianship Policy Department              | Email, telephone, written correspondence | <ul style="list-style-type: none"> <li>- Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned by the Department</li> <li>- Express needs and expectations as well as 'fears'</li> <li>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries</li> </ul>   | <ul style="list-style-type: none"> <li>- Improved capacity to prepare for and respond to disasters</li> <li>- Improved ability to protect children from violence, abuse, and neglect</li> </ul> |

|   |   |   |   |
|---|---|---|---|
| <p>Immigration Department</p> <p>Police</p> <p>Foundation Judicial Institutes Sint Maarten (SJIS)</p> |   | <ul style="list-style-type: none"> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> <li>- Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)</li> <li>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.</li> <li>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children</li> </ul>  |   |
| <p>Foster Homes</p>   | <p>Email, telephone, written correspondence</p> | <ul style="list-style-type: none"> <li>- Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned by the Department</li> <li>- Express needs and expectations as well as 'fears'</li> <li>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries</li> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> <li>- Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)</li> <li>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.</li> <li>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children</li> </ul> | <ul style="list-style-type: none"> <li>- Improved capacity to prepare for and respond to disasters</li> </ul> |
| <p><b>EDUCATION SECTOR</b></p>  |   |   |   |

|   |   |  |  |
|---|---|--|--|
| <p><b>MECYS Youth Department</b></p> <p>School Boards (primary, secondary, tertiary)</p> <p>Teachers (primary, secondary, tertiary)</p> <p>St. Maarten Early Childhood Development Association (SECDA)</p> <p>After School Programmes</p> | <p>Email, telephone, written correspondence, social media</p> | <ul style="list-style-type: none"> <li>- Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned by school boards</li> <li>- Express needs and expectations as well as ‘fears’</li> <li>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries</li> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> <li>- Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)</li> <li>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.</li> <li>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children</li> </ul> | <ul style="list-style-type: none"> <li>- Improved capacity to better protect children from neglect, violence, abuse, and neglect</li> </ul>  |
| <b>MINISTRY OF PUBLIC HEALTH, SOCIAL DEVELOPMENT AND LABOUR (VSA)</b>   |   |  |  |
| <p>SA Policy Department</p> <p>Collective Preventive Services Department</p> <p>Community Development, Family and Humanitarian Affairs</p> <p>ESF 7</p>   | <p>Email, telephone, written correspondence</p>               | <ul style="list-style-type: none"> <li>- Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned</li> <li>- Express needs and expectations as well as ‘fears’</li> <li>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries</li> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> <li>- Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)</li> <li>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>- Improved ability to detect and address psychosocial and protection needs, as a result of emergencies</li> <li>- Improved data collection mechanisms</li> <li>- Improved capacity to better protect children from neglect, violence, abuse, and neglect</li> </ul> |

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children</li> </ul>   |  |
| SXM Medical Centre   | Email, telephone, written correspondence | <ul style="list-style-type: none"> <li>- Beneficiaries will provide project team with feedback as to their expectations for the project.</li> <li>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries</li> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> <li>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.</li> </ul>    | <ul style="list-style-type: none"> <li>- Improved capacity to prepare for and respond to disasters</li> <li>- Improved ability to detect and address psychosocial and protection needs, as a result of emergencies</li> <li>- Improved data collection mechanisms</li> </ul> |
| <b>COMMUNITIES/COMMUNITY GROUPS</b>  |  |  |  |
| Early Childhood (0 -6)<br>Children (6 - 12)<br>Adolescents (12 – 18)<br>Young Adults (18 – 24)<br><br>Parents<br>Communities                     | social media, broadcast & print media    | <ul style="list-style-type: none"> <li>- Beneficiaries will provide project team with feedback as to their expectations for the project.</li> <li>- Participate in relevant meetings, trainings, and events to benefit from exchange with others, learn, increase capacity, share ideas.</li> <li>- Promote activities, attend activities, share activities on social media as relevant</li> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> </ul> | <ul style="list-style-type: none"> <li>- Improved capacity to better protect children from neglect, violence, abuse, and neglect</li> </ul>  |
| <b>NGO's and CBO's</b>   |  |  |  |
| Sint Maarten Red Cross<br>K1 Britannia<br>Association for Psychologists and Allied Professionals Sint Maarten (APAP)<br>Mental Health Foundation |  | <ul style="list-style-type: none"> <li>- Beneficiaries will provide project team with feedback as to their expectations for the project.</li> <li>- Participate in relevant meetings, trainings, and events to benefit from exchange with others, learn, increase capacity, share ideas.</li> <li>- Promote activities, attend activities, share activities on social media as relevant</li> </ul>   | <ul style="list-style-type: none"> <li>- Coordination among actors contributing to mental health and the wellbeing of children, sharing information, joint learning.</li> </ul>  |

|   |   |   |   |
|---|---|---|---|
| White & Yellow Cross Foundation   |   | <ul style="list-style-type: none"> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> </ul>  |   |
| <b>COMPONENT 3 - Strengthening schools' and MECYS' resilience to disasters</b>  |   |   |   |
| <b>MINISTRY OF EDUCATION, CULTURE, YOUTH &amp; SPORT (MECYS)</b>  |   |   |   |
| <p>MECYS – Department of Education</p> <p>MECYS – Safety &amp; Emergency Management Committee (SEMC)</p> <p>Student Support Services Division</p> | <p>Email, telephone, written correspondence</p> | <ul style="list-style-type: none"> <li>- Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned by the Department</li> <li>- Express needs and expectations as well as 'fears'</li> <li>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries</li> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> <li>- Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)</li> <li>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.</li> <li>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children</li> </ul> | <ul style="list-style-type: none"> <li>- Improved capacity to prepare for and respond to disasters</li> </ul> |

| <b>EDUCATION SECTOR</b>                                     |  |   |   |
|---|--|---|---|
| School Boards (primary, secondary, tertiary)                | Email, telephone, written correspondence, social media | - Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned by school boards   | - Improved capacity to prepare for and respond to disasters     |
| Administrative & Auxiliary Staff of Schools                 |  | - Beneficiaries will provide project team with feedback as to their expectations for the project.   |   |
| Teachers  |  | - Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries  |   |
| School bus drivers  |  | - Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions  |   |
| St. Maarten Early Childhood Development Association (SECDA) |  | - Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)  |   |
| After school programmes                                     |  | - Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.<br>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children  |   |
| <b>EMERGENCY OPERATING CENTRE (EOC)</b>                     |  |   |   |
| VSA – ESF 7   | Email, telephone, written correspondence               | - Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned<br>- Beneficiaries will provide project team with feedback as to their expectations for the project.<br>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries<br>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions<br>- Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)<br>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas. | - Better integration in the national disaster management system |

|  |   |  |  |
|--|---|--|--|
|  |   | <ul style="list-style-type: none"> <li>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children</li> </ul>   |  |
| <b>COMMUNITIES/COMMUNITY GROUPS</b>  |   |  |  |
| <p>Early Childhood (0 -6)<br/>Children (6 - 12)<br/>Adolescents (12 – 18)<br/>Young Adults (18 – 24)</p> <p>Parents</p> <p>Communities</p> | <p>social media,<br/>broadcast &amp;<br/>print media</p>                      | <ul style="list-style-type: none"> <li>- Beneficiaries will provide project team with feedback as to their expectations for the project.</li> <li>- Participate in relevant meetings, trainings, and events to benefit from exchange with others, learn, increase capacity, share ideas.</li> <li>- Promote activities, attend activities, share activities on social media as relevant</li> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> </ul> | <ul style="list-style-type: none"> <li>- Improved capacity to prepare for and respond to disasters</li> </ul>  |
| <b>EXTERNAL (REGIONAL/INTERNATIONAL)</b>   |   |  |  |
| <p>Caribbean Disaster<br/>Emergency Management<br/>Agency (CDEMA)</p>  | <p>Email,<br/>telephone,<br/>written<br/>correspondence,<br/>social media</p> | <ul style="list-style-type: none"> <li>- Provide information on events, meetings, trainings, and other relevant developments in the region</li> </ul>  | <ul style="list-style-type: none"> <li>- Coordination and information on disaster preparedness initiatives in the region, including on Sint Maarten</li> </ul> |

## RESOURCES AND RESPONSIBILITIES FOR STAKEHOLDER ENGAGEMENT

A tentative budget of USD 15,000 for the stakeholder engagement process has been allocated and includes costs for periodic updates via social media or other electronic publication sources, on-going and periodic face to face or virtual consultations throughout each phase of the project. While this amount is an initial estimate additional funds will be made available for ongoing stakeholder engagement after a review each quarter to ensure that enough budget is allocated to these tasks and activities. The amount does not include staff time.

The stakeholder engagement process will be managed by the following persons:

Name: Suzette M. Moses-Burton  
Position: Team Coordinator on Sint Maarten  
Contact: [smosesburton@unicef.nl](mailto:smosesburton@unicef.nl)

Name: Freddy Austli<sup>1</sup>  
Position: Project Manager  
Contact: [faustli@unicef.nl](mailto:faustli@unicef.nl)

The stakeholder engagement activities on Sint Maarten fall under the responsibility of the Team Coordinator on Sint Maarten. The person recruited for this role has 25+ years of working experience on Sint Maarten, both in public service as well as with the private sector. The person worked with UNICEF the Netherlands for 1.5 years as “Community Mobiliser”, tasked to ensure that the programme implemented by UNICEF the Netherlands during 2018 and 2019 was well aligned with capacities and expectations in the communities. This qualifies the person for the responsibility of stakeholder engagement during the 2020-2024 programme.

The Team Coordinator will not personally perform all stakeholder consultations and engagement moments during the lifetime of the project but will ensure that staff and consultants perform adequate stakeholder consultations and involvement at the required moments during implementation. The Team Coordinator will share knowledge and experience on stakeholder engagement with the team members and support them where necessary. The Team Coordinator plays a critical role in the interactions with Tier 1-Key stakeholders.

The Project Manager will ensure that the Team Coordinator manages stakeholder relations carefully. The Director of Advocacy and Programmes, has final accountability for the programme and supervises the Project Manager. The Director and the Project Manager engage directly with Tier 1 stakeholders, during key moments in the programme: programme development, annual planning, mid-term review and phase out and are involved if certain situations require that level of representation.

The Team Coordinator developed briefing notes and feedback forms (see appendices) for the stakeholder consultations during the programme development stage. The feedback forms per stakeholder or stakeholder group remain living documents during the lifetime of the project to document any follow-up interaction with the same stakeholder or stakeholder group. The feedback forms are stored on UNICEF Netherlands’ SharePoint site.

A comprehensive Stakeholder Register, including contact information, categorisation and project-phase engagement strategies has been developed and will be integrated into the existing UNICEF NL cloud-based platform, Dynamics, for active and iterative stakeholder engagement management. The platform allows for the registration of reports, conversations, notes on calls, political actions etc, then creates links to lobby tracks and contacts/organisations/ministries/political parties, to provide a comprehensive overview of the phases of stakeholder engagement. This register will be managed by the Team Coordinator.

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<sup>1</sup> From 1st December 2021, Mr. Freddy Austli took over as project manager. Email: [faustli@unicef.nl](mailto:faustli@unicef.nl)

Due to privacy laws of the Netherlands, prohibiting the public disclosure of personal contact information, requests for such information for one or more stakeholders may only be disclosed upon request.

### **Involvement of stakeholders in monitoring activities**

Stakeholders are included in monitoring activities in the following ways:

- Key and primary stakeholders are engaged when preparing standard monitoring reports and project reports to provide input based on their observations during the activities and feedback received from participants and stakeholders.
- Output monitoring data, such as sessions conducted, number of persons participating in sessions and outcome of sessions and feedback from participants are obtained from the NGO partners who are conducting the activities.
- The project will not engage third parties to perform any monitoring role. The UNICEF Netherlands staff and consultants are responsible for monitoring and reporting under the leadership of the Project Manager.

### **Reporting to stakeholder groups**

Paragraph 5.2. describes how information will be provided to the various types of stakeholders during the various stages of the project. During the project there are working relationships and frequent interaction (face to face, phone, email, workshops) with key and primary stakeholders as well as secondary and tertiary stakeholders. During these engagements, it is natural to address inputs, concerns, advise that had been provided earlier. These inputs are recorded in the Stakeholder Feedback Forms that are living documents during the lifetime of the project. The Team Coordinator based on Sint Maarten is responsible for liaising regularly with key stakeholders.

## APPENDICES

### 1. Stakeholder engagement report, 31 July 2021

#### INTRODUCTION

##### **Child Resilience and Protection Project Overview**

UNICEF NL is implementing the Child Resilience and Protection project, with the involvement of the Ministry of Education, Culture, Youth and Sports (MECYS) of Sint Maarten, the Ministry of Justice and the Ministry of Public Health, Social Development and Labour (VSA). The project runs from 2020-2024 and is financed by the Sint Maarten Recovery and Resilience Trust Fund that is managed by the World Bank.

The objective of the Project is to strengthen the capacity of the education and child protection systems to address and respond to the needs of children and adolescents, resulting from natural disasters and external shocks.

##### **Stakeholder Engagement Process**

Stakeholder engagement is an important component of project design and implementation. Understanding how the project will affect stakeholders is beneficial to its success and is helpful in identifying and mitigating risks that could otherwise impede the progress of the project.

As part of the project, a series of stakeholder consultations will be conducted throughout the project's life span. These consultations will provide the opportunity for stakeholders to be informed about the project scope, development and implementation. They will also provide useful information about the context in which the project will be implemented and can shape the development of project objectives and outcomes. Stakeholders can also contribute to problem identification and solution.

The consultations form a central part of the project's Stakeholder Engagement Plan, which will serve as a guide for the consultation of, and information distribution to stakeholders affected by and interested in the Child Resilience and Protection Project.

Stakeholders from education, justice, government, civil society organizations, non-governmental organisations, youth, etc. will be given the opportunity to provide their opinions, expectations and concerns about the project, its design and implementation, as well as help to identify any potential risks to successful implementation.

##### **Privacy/confidentiality and data protection**

All the consultations were recorded and transcribed, in order to facilitate the analysis and to ensure the accurate capture of the discussions. These recordings will NOT be made public and are only for internal UNICEF NL use. Any direct quotations used in this report will be anonymised.

We take data protection very seriously. All our data (audio recordings and de-identified transcripts) will be encrypted and stored securely in compliance with the data protection policies of UNICEF the Netherlands and in accordance with the privacy laws of The Netherlands.

#### CONSULTATION FINDINGS

The first series of consultations took place from July through November 2020 and sought to identify relevant perspectives and concerns as well as provide feedback on project activities. There were 19 stakeholder consultation sessions. Each consultation addressed key topics relating to the project's design, implementation and outputs, including risk identification and stakeholder expectations. Prior to the

consultation participants were provided with a Briefing Note.

The agenda for each consultation was as follows:

- Welcome/Introduction
- Overview of UNICEF NL work on Sint Maarten (2018 – 2019)
- Brief Project Overview
- Brief introduction and explanation of the stakeholder consultation process.
- Questions for Discussion (Vulnerability, Project Design, Risks & Assumptions)
- Grievance Mechanism procedure
- Thank You/Closing

For the purposes of this report, the findings have been categorised under the following headings: Education Sector, Child Protection Sector, and Strategic Partners. Education sector stakeholders were by far the largest group, which is not surprising given that the project was developed to provide technical support to the Ministry of Education, Culture, Youth and Sports.

### **VULNERABILITY**

In order to understand vulnerability within the context of this project, stakeholders were asked to provide their definition (working or written) of Vulnerable Children and Families. Additionally, they were asked to identify the methodology used for identifying these children and families, especially where no written policy guidelines were in place.

Most stakeholders do not have a written definition for vulnerability, however across the entire spectrum of stakeholders consulted there was a common thread, with some variations based on the individual sector. In most instances, stakeholders consider a broad range of determinants of vulnerability, namely: socio-economic status, physical/infrastructural, behavioural/attitudinal, social disempowerment, inability to care for themselves, marginalisation, language and communication competency, health risks, issues of neglect (physical and emotional) and abuse, and immigration status.

Determinants specifically related to the education sector include learning challenges, children with special needs (mental and physical disabilities), improper adult supervision/care at home, social-emotional challenges, and access to nutritionally balanced meals.

There was also concern within the education sector that the impact of the Covid-19 pandemic has created vulnerabilities where there were none before, especially in the area of children's lack of access to internet and/or devices creating an imbalance in the ability to receive quality education.

To identify vulnerable children and families, many stakeholders rely heavily on observation, home visits (where applicable), as well as referrals. Some schools indicated the use of a screening/assessment tool linked to a student tracking system or the relationship between students and the Guidance or Care Counsellors, as other means to identify vulnerability.

### **EDUCATION SECTOR FINDINGS**

For the education sector the following groups were consulted:

1. Key staff of MECYS, including department heads
2. Primary, secondary and tertiary school board members
3. Primary, secondary and tertiary school managers
4. Primary, secondary and tertiary schoolteachers
5. Guidance counsellors and student care coordinators
6. Day Care Centre managers
7. Board members and staff of SECD (SXM Early Childhood Development Association)

## **Project Design**

Education sector stakeholders were asked to identify activities that they would like to see included within the scope of the project.

Given the current negative impact of the Covid-19 pandemic on the education sector, many education stakeholders felt that the project should directly address the challenges being created by the introduction of online learning and wanted to see the provision of devices and internet accessibility for all students who do not have access.

Despite this concern, a number of suggestions were made for potential activities that fall within the project's scope. Suggestions fall under the following categories: students, teachers and parents.

### For Children/Students

- Life skills sessions
- Coping skills programmes
- Information campaign materials adapted for children with special needs
- Identify/support the establishment of student-friendly safe spaces with access to broad spectrum after-school activities, devices and youth-friendly skills building programmes.

### For Parents

Workshops beyond the scope of parenting, i.e., Adult Education, Communication, Life Skills, Computer Literacy, Language (English as a Second Language), Social-emotional Learning, Mental Health, and Financial Literacy.

### For Teachers

- Distance Learning teaching skills
- Social-emotional training
- Trauma-informed programs geared towards adverse child experiences (ACE) such as shooting, divorce and other traumatic experiences
- Training for day centre teachers to better understand how to manage/care for children with special needs placed at the day care centres

## **Project Success**

Education sector stakeholders were very vocal about their definition of project success. Many felt that the customary project-related elements have to be in place to ensure success, such as having clear goals and objectives, strong indicators for evaluation, monitoring tools, as well as working within budgets and timelines.

Beyond these, other indicators for project success which are more qualitative in nature, include, children and families benefitting directly from the activities, discernible changes observed by the community, high project visibility, sustainability of initiatives, institutional strengthening, accessibility to more child friendly programming and information.

At an individual level, it was felt that project success would be achieved, if stakeholders who are beneficiaries of the various trainings exhibit personal development/growth, are enthusiastic to ensure continuity of project activities, there is positive feedback from young people and satisfaction expressed by participants and project implementers.

Longer-term outcome related success factors identified include more children being protected from neglect and abuse and an increase in overall well-being, stronger family support systems (psychosocial, emotional), and continuity of the collaborations between stakeholders.

Lastly, it was felt that project success would also be strongly linked to the quality and competency of persons providing technical assistance to stakeholders and ensuring that sustainability of project activities is built into the transfer of skills and knowledge to local stakeholders.

### **Concerns about the Project**

An equally important component of stakeholder engagement is the understanding of any concerns prior to start of implementation.

For the most part, education sector stakeholders had very few concerns about the project, its content and scope. The most significant concerns expressed related to the impact of the Covid-19 pandemic and the project's apparent inability to respond more directly to the subsequent challenges, particularly the need to address the growing demand for access to technology and devices for students to fully benefit from an online/hybrid learning environment, as well as for teachers to have access to protective gear. It was felt that the budget for component three (Strengthening schools' and MECYS' resilience to disasters) should be increased to allow a more robust response from the education sector, to pandemics.

Other concerns expressed related to component four (Project Implementation Support). It was felt that project implementation should be timely and that the enthusiasm which is usually present at the start of projects needs to be maintained throughout.

Education sector stakeholders also expressed concerns over the influence of The Netherlands and the World Bank on the project. There are concerns that the current political standoffs and the bureaucracy of the World Bank systems, may negatively affect the project outcomes.

### **Risk Identification**

During the consultations, stakeholders were asked to identify any additional risks which needed to be taken into consideration during implementation. The risks identified fell under the following categories, project implementation, stakeholder engagement and external factors, including the political environment and disaster risk management.

### **Project Implementation**

A number of persons felt that project staffing could pose a significant risk, either if there was insufficient staff or if project staff did not sufficiently understand the cultural and local context to ensure the buy-in of all stakeholders, including direct and indirect beneficiaries. In addition, it was felt that stakeholder staffing capacity also presented a risk, particularly related to high staff attrition rates of civil servants, including teachers. High attrition rates result in built capacity being lost over time. This eventually impacts sustainability.

Other administration-related risks identified included poor planning and execution, and a lack of transparency.

### **Stakeholder Engagement**

Education sector stakeholders felt that a major risk to the project's success would be the project's inability to reach both vulnerable groups as well as parents, especially if there is a significant lack of interest in the project among these groups or creative means of engagement are not identified. It was suggested that sessions for parents under component one should be made mandatory.

### **External Risk Factors**

Stakeholders identified a number of external factors that needed to be considered as potentially significant risks to the project. Among these are the uncertainty of the long-term impact of the Covid-19 pandemic, the economic vulnerability of the community, the impact of another major natural disaster, the fragile political situation, the precarious nature of Government's financial situation and the duality of the political situation of the island, as the project activities only reach the community residing on Dutch Sint Maarten, whereby many persons have familial and community ties on French St. Martin.

## **CHILD PROTECTION SECTOR FINDINGS**

In the child protection sector the following groups were consulted:

8. Key staff of MECYS, including department heads
9. Key staff of the Ministry VSA
10. Key staff of the Court of Guardianship
11. Foundation Judicial Institutes Sint Maarten (SJIS)
12. Members of various departments of the Police Force (KPSM)
13. NGOs working in Child Protection (Wildflower Institute, Safe Haven)
14. White and Yellow Cross
15. St. Maarten Youth Council

### **Project Design**

Child Protection sector stakeholders were asked to identify activities that they would like to see included within the scope of the project. The activities identified here are reflective of input from both the child protection and education sector stakeholders.

All stakeholders felt that this component was very important and were pleased to see that UNICEF NL would be working across the ministries to provide support to strengthen the overall child protection system.

Activities identified for consideration are:

- Training to better understand the reporting protocol for cases of suspected child abuse/neglect, that ensures the anonymity and confidentiality of the reporting party
- Psychosocial support programme/training (treatment based or educational) at the community level for families, with the goal to mitigate violence in households and communities
- Establishment of a general Youth Care services provision (Jeugdzorg)
- Establishment of the necessary data collection mechanism
- Support for community members to protect children and ensure their right to healthy development
- Establishment of a Hotline for the youth to report abuse/neglect (Kindertelefoon)
- Strengthening the legal and policy framework to support implementation
- Assessment and overhaul of the foster system
- Identify alternative forms of therapy for juveniles, like animal assisted therapy for example, a “zorgboerderij”

A few suggestions were specifically geared towards the police force:

- Sensitivity training for the police force, to be more sensitive through first contact, and better able to identify early signs of abuse or neglect.
- Provision of materials for a child support and response kit for the police

### **Project Success**

Child protection stakeholders were very clear about what project success would look like. As with the education sector, they also identified the need to have strong project implementation mechanisms in place, such as clear objectives, timely and well budgeted activity execution and a robust monitoring and evaluation system.

The consensus however was that success for this project would be determined by the following qualitative and quantitative factors: strong inter-ministerial collaborations guided by efficient systems, supported by a robust legislative and policy environment; stakeholders who are comfortable using these systems, including the abuse and neglect reporting mechanism; and a reduction in the number of juvenile cases and reports of school violence, child abuse and neglect.

The most important indicator however was identified as the project having a very high, at least 90%, buy-in and participation of all the key stakeholders and beneficiaries.

### **Concerns about the Project**

Again, as with the education sector, the greatest concern for child protection stakeholders is the impact of the Covid-19 pandemic on the well-being of children on Sint Maarten, with the expression of a significant concern about suspected increases in instances of child abuse and neglect, that may go unreported, or may

even be exacerbated by the confinement with adults under an unusually high-stress situation. It was unclear to stakeholders how the project would or could respond to this situation and some stakeholders saw this as a potential missed opportunity if no activities were developed to better respond to the pandemic's impact on the child protection system.

There were also concerns about the impact of the pandemic on the logistic arrangements for project activities, specifically the need to have face to face trainings and capacity building workshops.

Beyond these, child protection stakeholders also expressed the importance of maintaining stakeholder interest and commitment throughout the project's life span and reiterated the need to have policies in place to support implementation.

### **Risk Identification**

Among the child protection stakeholders, there were a number of similar risks identified in the education sector, specifically, limited stakeholder engagement, interest and commitment, especially to identify child protection as a priority; shifting priorities/policies/focus areas that come with political instability; stretched human resource capacity of the ministries and external factors such as another major hurricane.

In the case of the child protection emergency response, there is a concern that the current system will need to be adjusted to allow child protection stakeholders to be more flexible and responsive with less bureaucracy.

Specific concerns related to child protection include the lack of a "Jeugdzorg" as part of the child protection system; and the lack of an integrated child protection data collection system to facilitate a holistic approach to case management across all stakeholders in the system.

### **Strategic partner findings**

Strategic partners are stakeholders who are not directly affected by the project and are primarily classified as entities that may have projects/programmes with similar beneficiaries and with whom UNICEF NL should establish and maintain open lines of communication to identify possible areas of overlap and/or opportunities for synergistic collaborations.

Strategic partners consulted are:

16. St. Maarten Development Fund (SMDF),
17. VNG International,
18. R4CR Project and the Netherlands and
19. Sint Maarten Red Cross and Red Crescent Societies.

Discussions with these partners focussed primarily on informing them about the project goals, objectives and activities, and identifying the possible synergies and overlaps in order to ensure a reduction of redundancies, as well as opportunities for strengthened collaboration. When multiple agencies work in a small-island environment it is important to avoid stakeholder fatigue and maximise individual and collective project return on investment.

### **Potential Synergies and Overlaps**

As anticipated, the consultation provided an opportunity to clearly identify the potential synergies and overlaps with activities and beneficiaries.

For the R4CR project these will become clearer once the project proposals are received, reviewed and approved. R4CR expects to receive proposals in the areas of Children's well-being and Child Protection. Additional information will be shared with R4CR once the content of the capacity building activities with NGO's, under the CRP project, is determined.

UNICEF NL can also support R4CR project implementation by referring CSO's that require capacity strengthening in the area of organizational management, planning, budgeting, and reporting.

There is a potential overlap with the funding that SMDF provides to the UJIMA foundation (targeting young

boys with behavioural issues), which includes support for conducting parenting courses. This will be discussed further once the parenting activity is developed for the CRP project.

For the Red Cross there is an opportunity for collaboration on the support being provided to SSSD on the development of a school safety booklet for primary school students and a Teachers' Manual for the safety school booklet. These activities are complementary to and build on the work being done with SSSD in component three on School Safety.

An area for possible collaboration with Red Cross SXM is with an upcoming Disaster Risk Reduction initiative in schools, additionally the volunteers of Red Cross SXM can assist with the drills at schools to be conducted under the project.

A suggestion was made to map what has happened in the area of psychosocial support by both UNICEF NL and Red Cross NL, to identify which gaps need to be filled and re-engage previously trained persons for refresher trainings.

### **Beneficiary Overlap**

Due to the nature of the R4CR and UNICEF NL projects, there is an expected overlap of beneficiaries from civil society. It was determined that follow-up and regular communication will be needed to ensure that beneficiaries are not overwhelmed. There may also be some overlap in activities from both projects which target teachers and students.

### **Project Success**

Project success factors were generally similar to those previously outlined by both the education and child protection stakeholders. Sustainability, however, emerged as the most important determinant of success for the strategic partners, specifically noting the following:

At the end of the project and upon the departure of UNICEF NL, direct beneficiaries should be sufficiently strengthened and have the capacity to continue on their own.

UNICEF NL would be successful if they manage to build the capacity of the government. The VNG grant facility focuses on civil society, so there is a good level of complementarity.

Policies should be put in place to mainstream and institutionalise child protection measures, personnel, and long-term sustainability of the system.

### **Suggestions for the project by strategic partners:**

1. Children, especially those struggling with abuse, know their rights and have access to remedial actions, including a children's hotline.
2. Parents having a better understanding and knowledge of children's rights.
3. Involvement of other NGOs working in the field.
4. Identifying a strategy to help create "long term" vision through the integration of Child Protection and Child Nurturing as a mainstreamed component of country planning

### **Concerns about the Project**

The strategic partners echoed many of the same concerns previously mentioned, including slow and cumbersome government processes, political turnover, insufficient involvement of teachers and persons who are directly in contact with the children, low parental involvement, and issues related to sustainability. Of particular concern was the approach to be used to ensure that MECYS and schools continue the programmes at the end of the project cycle, and that these programmes are embedded in the organisational operations.

Another concern was the overburdening of the CSO's being supported by multiple projects. This however could be mitigated by coordinating and sharing information between the partners both on Sint Maarten and in the Hague.

Lastly, the partners raised the topic of child protection and its sensitivity and difficulty for programming. It

was however felt that while the work under this component would not be easy for UNICEF NL, its expertise in this area would be a decided advantage.

### **Risk Identification**

While the impact of the Covid-19 pandemic on the implementation of the project was again highlighted, strategic partners identified a number of risks from their unique perspective as grant and project managers. Some of these, not previously mentioned, include:

- Managing the high expectations of the end beneficiaries (general population) of the presence of an international organisation, against the limited scope of the project.  
*Mitigating factor:* Ensure that project scope is well explained and ensure good management of the expectations of the community.
- Direct beneficiaries, particularly teachers, do not think that the programme is important, given the urgency of the needs to be addressed as a result of the impact of the Covid-19 pandemic.
- Discrepancy between the theory of the project and the reality of implementation.
- The possible over burdening of CSO's, who are the recipients of support from multiple grants.

*Mitigating factor:* Inter agency coordination, to find synergies and ensure complementarity.

## 2. UNICEF NL STAKEHOLDER BRIEFING NOTE (TIER 1 - KEY)

### Project Name: Child Resilience and Protection Project

#### Project Objective

The objective of the Project is to strengthen the capacity of the education and child protection systems to address and respond to the needs of children and adolescents resulting from natural disasters and external shocks.

#### Component 1: Nurturing children's and adolescents' wellbeing

*(Estimated costs: US\$1,750,000)*

The Project will support and strengthen MECYS' comprehensive approach to support in and out-of-school children by integrating psychosocial interventions, following a natural disaster, at the school, family and community levels. It will also support violence prevention interventions. While the Project was initially designed as a response to Hurricane Irma, its scope will be expanded to cover other external shocks, such as epidemics, learning from the 2020 COVID-19 pandemic and its aftermath. This component has two sub-components: (i) Enhancing the management of students' and teachers' psychosocial needs within education sector institutions; and (ii) Addressing occurrences of violence affecting children and adolescents.

#### ACTIVITIES

- Development of psychosocial care program and training of school, day-care centres', and afterschool programmes' staff and on the job training
- Development of violence prevention and parenting programmes and training of school staff, teachers and parents (community?)
- Information campaigns
- Development and delivery of life-skills interventions for students and out-of-school children and adolescents.

#### ASSUMPTIONS

Vulnerable children have access to services

#### RISKS

- COVID-19 flare up and subsequent lockdown (face to face training delivery impossible)
- Beneficiaries do not have access to services

#### Component 2: Strengthening the Child Protection system

*(Estimated costs: US\$1,250,000)*

The Project will strengthen the Child Protection system in Sint Maarten, including policies and institutional mechanisms and practices that aim at preventing and responding to children's rights violations, which are defined as violence, abuse and neglect. It will also enhance inter-agency child protection mechanisms and the system's capacity to protect children during emergencies. Specifically, the component will: (i) support the Child Protection referral and case management system; (ii) support the development of a child Protection Information System; (iii) build capacity of professionals working with children; (iv) support early interventions for vulnerable children; and (v) support the mainstreaming of the Child Protection in Emergencies approach.

#### ACTIVITIES

- Support to child protection inter-ministerial mechanisms and services
- Training of relevant government agencies' staff, service providers, immigration and police officers, notaries, and community on evacuation protocols during emergencies
- Development of an integrated child protection data collection protocol and analysis and reporting mechanism/system between MECYS, VSA and the Court of Guardianship

## ASSUMPTIONS

Commitment of all sectors to work together in a coordinated way.

## RISKS

Slow pace in the approval and implementation of protocols and mechanisms. **Mitigation:** Support the coordination efforts and promotion of stakeholder's involvement, with clear responsibilities and deadlines.

### Component 3: Strengthening schools' and MECYS' resilience to disasters

*(Estimated costs: US\$125,000)*

This component seeks to strengthen coordination for disaster risk management at the system and school levels to better prepare and respond to natural hazards and protect children's safety during emergencies.

## ACTIVITIES

- Review, test and operationalization of the Education Sector Contingency Plan
- Analysis and alignment of the existing damage and needs assessment tools with the national disaster management system
- Training of MECYS and relevant ministries' staff, educators and schoolteachers as well as Safety & Emergency teams in schools, on safety planning and disaster risk management
- Development of a monitoring tool in disaster preparedness in the classroom
- Preparation of the regional School Safety Forum

## ASSUMPTIONS

COVID-19 physical distancing measures lifted to allow face-to-face trainings.

In each school there are motivated teachers and management who take responsibility for disaster preparedness and response.

## RISKS

Slow pace of implementation due to MECYS staff work overload. **Mitigation:** Careful planning with strong beneficiary and stakeholder involvement to ensure that the timing and content meets the needs.

### Component 4: Project implementation support

*(Estimated costs: US\$884,800)*

UNICEF NL will be both the Grantee and the Project Implementation Agency. UNICEF NL has established a core team based in The Hague, responsible for project management and coordination, management of safeguards provisions, financial management, procurement, and M&E. Additionally, a Team Coordinator will be based in Sint Maarten.

## QUESTIONS FOR DISCUSSION

### VULNERABILITY

1. What is the definition (written or working) of "Vulnerable Children/Families", currently being used by your department/organisation?
2. How do you currently identify "vulnerable children/families" with whom you work?

### RISKS

3. Do you agree with the "Risks" currently identified in the briefing note?
4. Are there any additional "Risks" that we should consider?
5. What are the mitigating factors for each risk?

### 3. UNICEF NL STAKEHOLDER BRIEFING NOTE (TIERS 1 & 2)

#### **Project Name: Child Resilience and Protection Project**

##### **Project Objective**

The objective of the Project is to strengthen the capacity of the education and child protection systems to address and respond to the needs of children and adolescents resulting from natural disasters and external shocks.

##### **Component 1: Nurturing children's and adolescents' wellbeing**

*(Estimated costs: US\$1,750,000)*

The Project will support and strengthen MECYS' comprehensive approach to support in and out-of-school children by integrating psychosocial interventions, following a natural disaster, at the school, family and community levels. It will also support violence prevention interventions. While the Project was initially designed as a response to Hurricane Irma, its scope will be expanded to cover other external shocks, such as epidemics, learning from the 2020 COVID-19 pandemic and its aftermath. This component has two sub-components: (i) Enhancing the management of students' and teachers' psychosocial needs within education sector institutions; and (ii) Addressing occurrences of violence affecting children and adolescents.

##### **ACTIVITIES**

- Development of psychosocial care program and training of school, day-care centres', and afterschool programmes' staff and on the job training
- Development of violence prevention and parenting programmes and training of school staff, teachers and parents (community?)
- Information campaigns
- Development and delivery of life-skills interventions for students and out-of-school children and adolescents.

##### **ASSUMPTIONS**

Vulnerable children have access to services

##### **RISKS**

- COVID-19 flare up and subsequent lockdown (face to face training delivery impossible)
- Beneficiaries do not have access to services

##### **Component 2: Strengthening the Child Protection system**

*(Estimated costs: US\$1,250,000)*

The Project will strengthen the Child Protection system in Sint Maarten, including policies and institutional mechanisms and practices that aim at preventing and responding to children's rights violations, which are defined as violence, abuse and neglect. It will also enhance inter-agency child protection mechanisms and the system's capacity to protect children during emergencies. Specifically, the component will: (i) support the Child Protection referral and case management system; (ii) support the development of a child Protection Information System; (iii) build capacity of professionals working with children; (iv) support early interventions for vulnerable children; and (v) support the mainstreaming of the Child Protection in Emergencies approach.

##### **ACTIVITIES**

- Support to child protection inter-ministerial mechanisms and services
- Training of relevant government agencies' staff, service providers, immigration and police officers, notaries, and community on evacuation protocols during emergencies
- Development of an integrated child protection data collection protocol and analysis and reporting mechanism/system between MECYS, VSA and the Court of Guardianship

## ASSUMPTIONS

Commitment of all sectors to work together in a coordinated way.

## RISKS

Slow pace in the approval and implementation of protocols and mechanisms. **Mitigation:** Support the coordination efforts and promotion of stakeholder's involvement, with clear responsibilities and deadlines.

### Component 3: Strengthening schools' and MECYS' resilience to disasters

*(Estimated costs: US\$125,000)*

This component seeks to strengthen coordination for disaster risk management at the system and school levels to better prepare and respond to natural hazards and protect children's safety during emergencies.

## ACTIVITIES

- Review, test and operationalization of the Education Sector Contingency Plan
- Analysis and alignment of the existing damage and needs assessment tools with the national disaster management system
- Training of MECYS and relevant ministries' staff, educators and schoolteachers as well as Safety & Emergency teams in schools, on safety planning and disaster risk management
- Development of a monitoring tool in disaster preparedness in the classroom
- Preparation of the regional School Safety Forum

## ASSUMPTIONS

- COVID-19 physical distancing measures lifted to allow face-to-face trainings.
- In each school there are motivated teachers and management who take responsibility for disaster preparedness and response.

## RISKS

- Slow pace of implementation due to MECYS staff work overload. **Mitigation:** Careful planning with strong beneficiary and stakeholder involvement to ensure that the timing and content meets the needs.

### Component 4: Project implementation support

*(Estimated costs: US\$884,800)*

UNICEF NL will be both the Grantee and the Project Implementation Agency. UNICEF NL has established a core team based in The Hague, responsible for project management and coordination, management of safeguards provisions, financial management, procurement, and M&E. Additionally, a Team Coordinator will be based in Sint Maarten.

## QUESTIONS FOR DISCUSSION

### VULNERABILITY

1. What is the definition (written or working) of "Vulnerable Children/Families", currently being used by your department/organisation?
2. How do you currently identify "vulnerable children/families" with whom you work?

### PROJECT DESIGN

1. What activities would you like to see included?
2. What would/could be your role in implementation?
3. What is your definition of project success?

4. Do you have any concerns/reservations about the project?
5. What are your expectations?
6. What is the impact of a positive or negative outcome on your department/organisation?
7. Are there any conflicts of interest with other stakeholders?

**RISKS**

1. Do you agree with the "Risks" currently identified in the briefing note?
2. Are there any additional "Risks" that we should consider?
3. What are the mitigating factors for each risk?

#### 4. UNICEF NL STAKEHOLDER BRIEFING NOTE (Strategic Partners)

##### Project Name: Child Resilience and Protection Project

##### Project Objective

The objective of the Project is to strengthen the capacity of the education and child protection systems to address and respond to the needs of children and adolescents resulting from natural disasters and external shocks.

##### Component 1: Nurturing children's and adolescents' wellbeing

*(Estimated costs: US\$1,750,000)*

The Project will support and strengthen MECYS' comprehensive approach to support in and out-of-school children by integrating psychosocial interventions, following a natural disaster, at the school, family and community levels. It will also support violence prevention interventions. While the Project was initially designed as a response to Hurricane Irma, its scope will be expanded to cover other external shocks, such as epidemics, learning from the 2020 COVID-19 pandemic and its aftermath. This component has two sub-components: (i) Enhancing the management of students' and teachers' psychosocial needs within education sector institutions; and (ii) Addressing occurrences of violence affecting children and adolescents.

##### ACTIVITIES

- Development of psychosocial care program and training of school, day-care centres', and afterschool programmes' staff and on the job training
- Development of violence prevention and parenting programmes and training of school staff, teachers and parents (community?)
- Information campaigns
- Development and delivery of life-skills interventions for students and out-of-school children and adolescents.

##### ASSUMPTIONS

Vulnerable children have access to services

##### RISKS

- COVID-19 flare up and subsequent lockdown (face to face training delivery impossible)
- Beneficiaries do not have access to services

##### Component 2: Strengthening the Child Protection system

*(Estimated costs: US\$1,250,000)*

The Project will strengthen the Child Protection system in Sint Maarten, including policies and institutional mechanisms and practices that aim at preventing and responding to children's rights violations, which are defined as violence, abuse and neglect. It will also enhance inter-agency child protection mechanisms and the system's capacity to protect children during emergencies. Specifically, the component will: (i) support the Child Protection referral and case management system; (ii) support the development of a child Protection Information System; (iii) build capacity of professionals working with children; (iv) support early interventions for vulnerable children; and (v) support the mainstreaming of the Child Protection in Emergencies approach.

##### ACTIVITIES

- Support to child protection inter-ministerial mechanisms and services
- Training of relevant government agencies' staff, service providers, immigration and police officers, notaries, and community on evacuation protocols during emergencies
- Development of an integrated child protection data collection protocol and analysis and reporting mechanism/system between MECYS, VSA and the Court of Guardianship

## ASSUMPTIONS

Commitment of all sectors to work together in a coordinated way.

## RISKS

Slow pace in the approval and implementation of protocols and mechanisms. **Mitigation:** Support the coordination efforts and promotion of stakeholder's involvement, with clear responsibilities and deadlines.

### Component 3: Strengthening schools' and MECYS' resilience to disasters

*(Estimated costs: US\$125,000)*

This component seeks to strengthen coordination for disaster risk management at the system and school levels to better prepare and respond to natural hazards and protect children's safety during emergencies.

## ACTIVITIES

- Review, test and operationalization of the Education Sector Contingency Plan
- Analysis and alignment of the existing damage and needs assessment tools with the national disaster management system
- Training of MECYS and relevant ministries' staff, educators and schoolteachers as well as Safety & Emergency teams in schools, on safety planning and disaster risk management
- Development of a monitoring tool in disaster preparedness in the classroom
- Preparation of the regional School Safety Forum

## ASSUMPTIONS

- COVID-19 physical distancing measures lifted to allow face-to-face trainings.
- In each school there are motivated teachers and management who take responsibility for disaster preparedness and response.

## RISKS

- Slow pace of implementation due to MECYS staff work overload. **Mitigation:** Careful planning with strong beneficiary and stakeholder involvement to ensure that the timing and content meets the needs.

### Component 4: Project implementation support

*(Estimated costs: US\$884,800)*

UNICEF NL will be both the Grantee and the Project Implementation Agency. UNICEF NL has established a core team based in The Hague, responsible for project management and coordination, management of safeguards provisions, financial management, procurement, and M&E. Additionally, a Team Coordinator will be based in Sint Maarten.

## QUESTIONS FOR DISCUSSION

### VULNERABILITY

1. What is the definition (written or working) of "Vulnerable Children/Families", currently being used by your department/organisation?
2. How do you currently identify "vulnerable children/families" with whom you work?

### PROJECT DESIGN

1. What are the potential synergies or overlaps with your project activities/programme?
2. Are there any overlaps with target beneficiaries of your project/programme activities?
3. What is your definition of project success?

4. Do you have any concerns/reservations about the project?
5. What are your expectations?
6. What is the impact of a positive or negative outcome on your department/organisation?
7. Are there any conflicts of interest with other stakeholders?

**RISKS**

4. Do you agree with the "Risks" currently identified in the briefing note?
5. Are there any additional "Risks" that we should consider?
6. What are the mitigating factors for each risk?

**5. UNICEF NL STAKEHOLDER FEEDBACK (TIER 1 - KEY)**

**Project Name: Child Resilience and Protection Project**

**Consultation Date:**

**Stakeholder Name(s):**

| Stakeholder | Response  |
|-------------|---|
|             | Definition (written or working) of "Vulnerable Children/Families" |
|             |   |
|             | Method to identify "vulnerable children/families"                 |
|             |   |

| Component   | Risk Assessment (additional risks identified during consultation) |
|---|---|
| <b>Component 1:</b><br><i>Nurturing children's and adolescents' wellbeing</i>           |   |
| <b>Component 2:</b><br><i>Strengthening the Child Protection system</i>                 |   |
| <b>Component 3:</b><br><i>Strengthening schools' and MECYS' resilience to disasters</i> |   |

## 6. UNICEF NL STAKEHOLDER FEEDBACK (TIERS 1 & 2)

Project Name: Child Resilience and Protection Project

Consultation Date:

Stakeholder Name(s):

| Stakeholder | Response  |
|-------------|---|
|             | Definition (written or working) of "Vulnerable Children/Families" |
|             |   |
|             | Method to identify "vulnerable children/families"                 |
|             |   |

| Component   | Project Design (What activities would you like to see included?) |
|---|--|
| <b>Component 1:</b><br><i>Nurturing children's and adolescents' wellbeing</i>           |  |
| <b>Component 2:</b><br><i>Strengthening the Child Protection system</i>                 |  |
| <b>Component 3:</b><br><i>Strengthening schools' and MECYS' resilience to disasters</i> |  |

### Project Design Assessment

|  |  |
|--|--|
| What would/could be your role in implementation?         |  |
| What is your definition of project success?              |  |
| Do you have any concerns/reservations about the project? |  |

What are your expectations?

What is the impact of a positive or negative outcome on your department/organisation?

Are there any conflicts of interest with other stakeholders?

| <b>Component</b> | <b>Risk Assessment (additional risks identified during consultation)</b> |
|------------------|--|
|------------------|--|

|  |  |
|--|--|
| <b><i>Component 1:<br/>Nurturing<br/>children's and<br/>adolescents'<br/>wellbeing</i></b> |  |
|--|--|

|  |  |
|--|--|
| <b><i>Component 2:<br/>Strengthening the<br/>Child Protection<br/>system</i></b> |  |
|--|--|

|  |  |
|--|--|
| <b><i>Component 3:<br/>Strengthening<br/>schools' and<br/>MECYS' resilience<br/>to disasters</i></b> |  |
|--|--|

## 7. UNICEF NL Stakeholder Feedback (Strategic Partners)

**Project Name: Child Resilience and Protection Project**

**Consultation Date:**

**Stakeholder Name(s):**

| Stakeholder | Response  |
|-------------|---|
|             | Definition (written or working) of "Vulnerable Children/Families" |
|             |   |
|             | Method to identify "vulnerable children/families"                 |
|             |   |

### Project Design Assessment

|   |  |
|---|--|
| What are the potential synergies or overlaps with your project activities/programme?    |  |
| Are there any overlaps with target beneficiaries of your project/ programme activities? |  |
| What is your definition of project success?   |  |
| Do you have any concerns/reservations about the project?                                |  |
| What are your expectations?   |  |
| What is the impact of a positive or negative outcome on your department/organisation?   |  |
| Are there any conflicts of interest with other stakeholders?                            |  |

| Component  | Risk Assessment (additional risks identified during consultation) |
|--|---|
| <b>Component 1:</b><br><i>Nurturing children's and</i> |   |

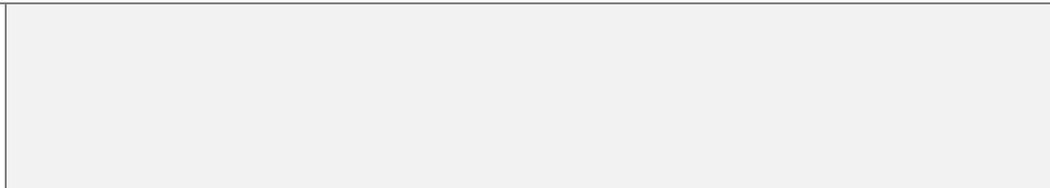
*adolescents' wellbeing*



**Component 2:  
Strengthening the  
Child Protection  
system**



**Component 3:  
Strengthening  
schools' and  
MECYS' resilience  
to disasters**



## 8. UNICEF NL Guidelines for Fair and Meaningful Participation by Children and Adolescents

### Guidelines for fair and meaningful participation by children and adolescents

Children and adolescents are involved in various activities organized by UNICEF Netherlands. Participation by children and adolescents is a right but also ensures that the work done by UNICEF has greater impact on making a real improvement to the situation of children and adolescents.

These guidelines for participation are based on the United Nations Committee on the Rights of the Child's 2009 General Comment no.12 (The right of the child to be heard).

Participation by children and adolescents is always:

#### 1. Transparent and informative

Children and adolescents are given information about their right to participate in a child-friendly and accessible manner.

The information covers:

- How they can participate.
- Why they are asked to participate.
- The extent to which they can participate.
- The impact they can have by participating.

This means that:

- the participation of children and adolescents serves a clear purpose
- children and adolescents understand how much influence they have on the decisions that are made
- the roles and responsibilities of all those involved are clear and understood by the children and adolescents
- children and adolescents approve of the objectives and the expected results of their participation

#### 2. Voluntary

Children and adolescents must be able to choose whether they wish to participate. Children and adolescents must not be forced to participate or give their opinion.

This means that:

- children and adolescents are given sufficient time to opt for and agree to their participation in an activity
- children and adolescents know that they can stop at any time
- school always takes priority, as well as other important commitments

#### 3. Respect

Children and adolescents must be treated with respect and be given the opportunity to freely express their opinions and put forward their ideas. Employees of UNICEF Netherlands must also respect and understand the family circumstances, school and cultural context of the child or adolescent involved.

This means that:

- children and adolescents can freely express their opinions and be treated with respect
- children and adolescents are elected to become representatives in a democratic and transparent process
- the way in which participation is carried out increases the self-esteem of children and adolescents and gives them the confidence that their opinions and participation matter
- the support provided by UNICEF employees must also focus on ensuring that children and adolescents are respected by other participants

#### 4. Relevance

Participation must be based on the level of knowledge possessed by children and adolescents and focus on topics and themes that are relevant to their lives and context.

This means that:

1. the activities in which children and adolescents are involved are relevant to and reflect their experiences, knowledge and abilities
2. the way they participate must be compatible with their environment
3. children and adolescents are involved in determining the criteria used to select those who will participate in an activity

4. children and adolescents are involved in a manner that reflects their abilities and interests

#### **5. Child-friendly**

Children and adolescents must be prepared for their participation in a child-friendly manner that enables them to make a sincere contribution. It should be tailored to age and abilities.

This means that:

- sufficient time and resources are provided to allow for effective participation and that children and adolescents receive assistance in their preparations
- the way in which children and adolescents participate is developed in consultation with them
- adults have the ability and qualities to allow children and adolescents to participate in a child-friendly manner
- the location of the activities in which children and adolescents take part is child-friendly and accessible to children and adolescents with a disability
- children and adolescents receive information that they are able to understand

#### **6. Inclusive**

Vulnerable children and adolescents must also be able to participate. It is important to be aware of the cultures of the different children and adolescents taking part.

This means that:

- children are not subject to discrimination on grounds of age, ethnicity, race, appearance, gender, language, IQ, religion, political or other opinion, national or social origin, disability, social status etc.
- participation is aimed at allowing children of all different cultures and backgrounds to take part
- participation is sufficiently flexible to meet the needs, expectations and situations of various groups of children and adolescents
- attention is paid to various age groups, genders and abilities
- participation is able to break through existing patterns of discrimination

#### **7. Training for employees who work with children and adolescents**

UNICEF employees who work with children and adolescents must possess the knowledge and abilities needed to properly supervise meaningful participation.

This means that:

- the UNICEF employees involved are aware of the importance of the participation of children and adolescents and understand what this requires
- the UNICEF employees involved have received training, are given support in participatory activities and are assisted in evaluating the activities afterwards
- UNICEF employees are given the opportunity to express and discuss their doubts or concerns about the participation of children and adolescents

#### **8. Safety**

Adults who work with children and adolescents have a moral and legal duty of care. UNICEF employees take precautions to ensure that children and adolescents do not get into any unsafe situations during a UNICEF activity and become the victim of abuse, violence or exploitation.

This means that:

- the safeguarding of children's rights must always be paramount in the way in which participation of children and adolescents is planned and organized
- the UNICEF employees have thought in advance about a Child Safeguarding strategy within the context of this specific activity and have communicated the strategy to all supervisors. Everyone is familiar with and has signed the UNICEF Code of Conduct and is familiar with the reporting procedure. Everyone knows his or her role and knows what he or she is responsible for
- precautions have been taken to keep children and adolescents safe
- the children and adolescents involved know what to do in the unlikely event that their rights are violated (report)
- a Child Safeguarding Officer can be contacted during the activity
- all participating children and adolescents have given permission for the distribution and use of personal information that is collected during the activity

- no photos or images are made and distributed of children and adolescents who have not given permission – nor their parents – for this purpose

### **9. Justification**

After the participatory activity, children and adolescents should be given feedback about how their opinions and ideas have been used, what influence they had on any decisions that were made and whether they may be asked for follow-up activities.

This means that:

- children and adolescents are involved at the earliest stage possible
- employees inform the children and adolescents as soon as possible about the significance of their participation and whether any follow-up is expected
- children and adolescents can participate in the evaluation of an activity in which they were involved
- an indication is given of how lessons learned arising from the evaluation can be applied the next time
- children and adolescents are asked what they thought about the activity
- children and adolescents are given support to be able to participate in follow-up activities
- children and adolescents are supported in informing their friends and family, local youth groups and other organizations about their experiences with participation